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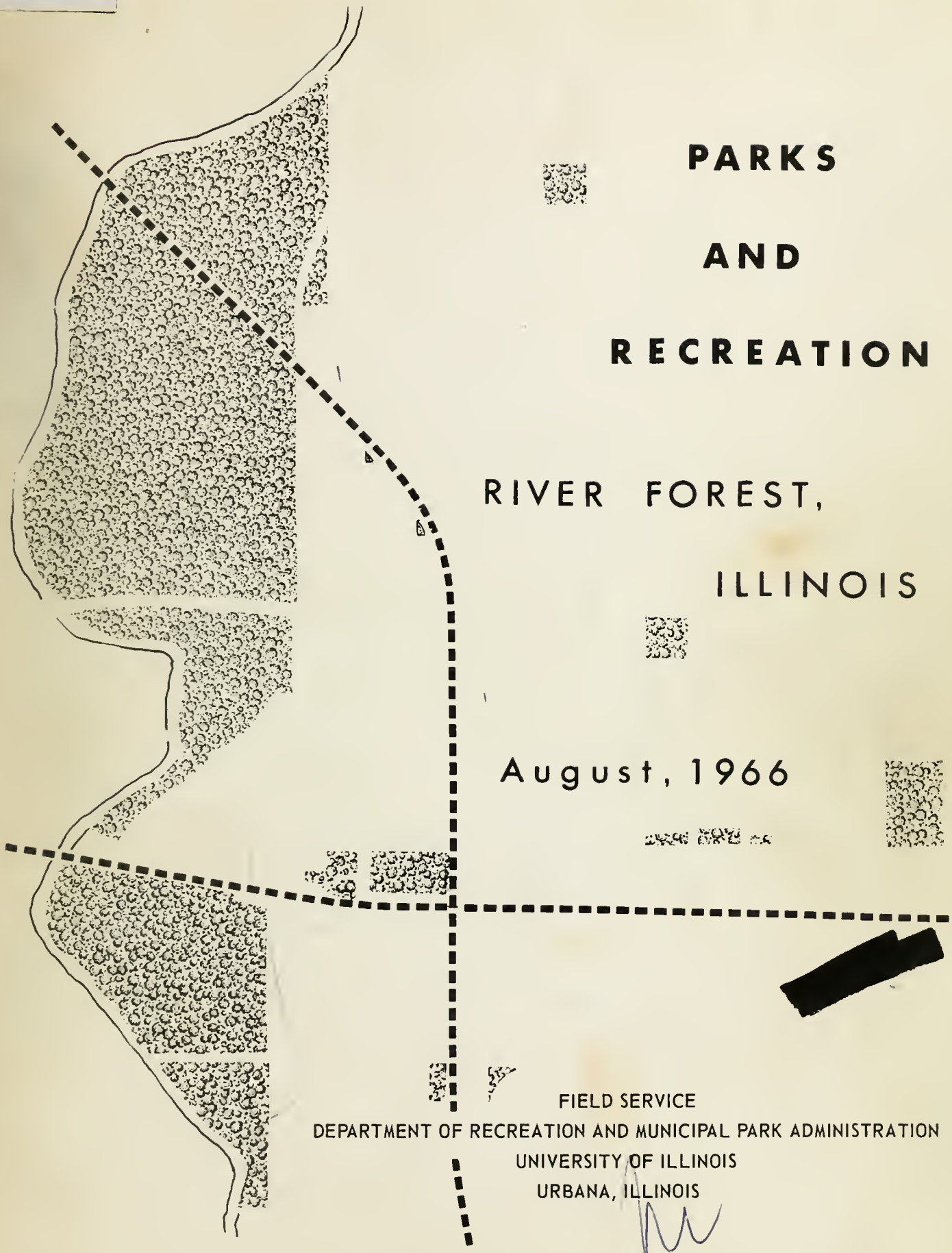

PARKS AND RECREATION

RIVER FOREST, ILLINOIS

August, 1966

FIELD SERVICE
DEPARTMENT OF RECREATION AND MUNICIPAL PARK ADMINISTRATION
UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

PARKS AND RECREATION

VILLAGE OF RIVER FOREST

FIELD SERVICE

DEPARTMENT OF RECREATION AND MUNICIPAL PARK ADMINISTRATION

UNIVERSITY OF ILLINOIS

AUGUST 1966

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DEPARTMENT OF RECREATION AND MUNICIPAL PARK ADMINISTRATION

University of Illinois

Champaign, Illinois

August, 1966

Mr. Stephan A. Anselmo, President
River Forest Park District

Dear Mr. Anselmo:

We are pleased to transmit herewith our report - Parks and Recreation in River Forest - to the Board of Park Commissioners of the River Forest Park District, the Board of Trustees of the Village of River Forest, the Board of Education of the River Forest Elementary School District #90, the River Forest Library Board, and the River Forest Playground and Recreation Board, co-sponsors of the study.

George Lowrey, Field Consultant, directed the field work for the study and is principal author of the report. Collaborating with him were Dr. Guy Garrison of the School of Library Science, University of Illinois, who authored a section of Chapter IV, and Larry W. Gahan, Field Consultant, who assisted in developing and administering the questionnaires used in the survey.

We want to express our sincere appreciation to all the cooperating officials, as well as to the many adults and youth in River Forest who graciously took time to complete and return the questionnaire.

It is our belief that the recommendations contained in this report provide sound guidelines for the development of improved public park and recreation services in River Forest.

Yours respectfully,

Edward H. Storey

Edward H. Storey
Chief, Field Service

g. Phys. Educ.

STAFF

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PARKS AND RECREATION

CHAPTER I

BACKGROUND FOR PLANNING

Parks and Recreation--Human and Community Needs

Man's struggle for self-realization assumes many forms and has many parts. The road to individual integrity and dignity requires the exercise of our rights and freedoms in responsible and constructive ways. Important among these is the way each person chooses to exercise the right to enjoy increasingly longer periods of respite from work and other responsibilities. We are changing from a work-centered society to one in which people have a better opportunity to balance their work with meaningful leisure experiences. These leisure experiences should bring a greater measure of satisfaction and fulfillment into our daily lives. As we balance our individual lives in this manner, we contribute to the proper balance of society, since the whole of society must be equal to the sum of its parts.

Whether individually or as part of a group such as the family, a church group, a social organization, hobby club, or other special interest group, we find much of the balancing experience through some form of recreative activity. The nature and quality of the experience, which we call recreation, determines in large measure the nature and quality of our lives. The values we experience and demonstrate in our leisure behavior reflect the values we hold as individuals and as a community of human beings.

Recreation is first and foremost a personal matter. It is something that a person does voluntarily during his leisure because he believes that it will be satisfying to him. Enjoyment of the activity is basic to the recreation experience, but the values of recreation which give it depth and fullness of meaning include the maintenance and improvement of physical well-being, protective and therapeutic benefits to mental health, the growth and development of personality, and the easing of social adjustment.

Inherent in the recreation experience is the educational value derived through the sharpening of skills and appreciations, the whetting of intellectual appetites and increasing understanding of our place, worth, and potential in a world of living things. Recreation is one of the keys to abundant living.

Because of its importance in the building of our social fabric, recreation is more than a personal responsibility. As ingenious and resourceful as man may be, his attempts to provide for himself recreationally meet an impasse unless he pools his resources with those of his fellows to enable provision of certain kinds of recreation opportunity. The very things that have given us increased freedom and leisure have also worked in many ways to our disadvantage. The rapid increase in population and the new leisure have created vast new economic markets and helped to promote financial affluence. But this in turn has depleted much of our fixed supply of resources. Changes in land-use patterns have failed to take into account the need for maintaining open lands for recreation use, and the great recreation potential of our watercourses has been seriously reduced in many instances by pollution, by the lack of sound conservation measures, and by the loss of public shoreline to commercial and private uses.

During the past quarter century while we have been depleting our recreation resource potential, the recreation needs and demands of the population have increased many times over. Adults now have more opportunity for leisure than ever before in our history. Scientific and technological advances have reduced the work day and the work week, prolonged life, produced labor-saving devices and increased production per man-hour of work. Longer life combined with compulsory retirement practices has produced a new leisure group of "senior citizens". The increase in leisure provides for small allotments of time on weekdays, larger allotments on weekends and occasional holidays, and substantial blocks of time for vacations.

If this time is to be enjoyed and used in a manner that will contribute to the positive growth of our culture, suitable recreation opportunities must be conveniently accessible. Park areas, adequately developed to facilitate recreation participation, are essential to individual and community well-being.

The average individual, acting on his own, cannot hope to provide adequately for all his recreation needs or protect his interests in the face of the powerful influences represented by rapid urban growth. It is incumbent upon society, therefore, to act through its institutions to develop and protect the park resources and potentials for recreation that remain. At the same time we must provide leadership which is adequate to the task of managing these resources, directing their intelligent use and guiding people of all ages into the learning and practice of a wide variety of recreation skills and appreciations.

Parks and Recreation--Governmental Functions

The years since World War II have revealed a growing awareness that recreation is a vital and significant part of community life and that it has an essential place in our democratic society. With increased leisure has come the need for increased recreation opportunities for all segments of the population. Year-round programs designed to serve basic recreation needs of all people regardless of age, sex, race, creed, or color are now provided under public auspices in many communities, and the number of public recreation and park systems is increasing each year.

Experience has shown that local government organization is necessary to meet recreation needs adequately and to assure proper attention to, and planning for, recreation and park services. Public provision of park and recreation services makes them comparatively inexpensive, and provides the only practical means of making recreation opportunities available to all the people. Only through government can park lands and recreation facilities be secured at minimum cost and in a way that assures continued

public ownership. A well-designed and skillfully-managed park system beautifies the community and helps to protect and enhance property values, while assuring that there are adequate areas, facilities, and opportunities for satisfying recreation participation.

Community parks and other recreation facilities should be provided in keeping with all the factors involved in the total community plan of land use and property development.

If a community's park and recreation services are to be adequate and are to give assurance of continuing effectiveness from year to year, certain elements have been found through experience to be essential. These elements are:

1. Public park and recreation managing authorities established according to state enabling legislation
2. Boards of representative and interested citizens, appointed or elected, to whom the provision of park and recreation services is a primary concern
3. Competent, well-qualified professional leadership and capable well-trained volunteers
4. A dependable, continuous source of adequate funds to establish, operate, and maintain programs, services, and facilities
5. A suitable variety of outdoor and indoor areas and facilities
6. Intelligent and comprehensive planning procedures
7. Co-operative inter-agency working relationships established at the policy level in written agreements which are carried out in spirit as well as in letter by executive and leadership personnel

Guiding Principles for Public Park and Recreation Services

In order to provide a frame of reference to guide the formulation of recommendations for sound community park and recreation development, guiding

principles are set forth. These principles, as listed below, reflect the previous experiences of communities in the planning and provision of park and recreation services. They are commonly accepted as authoritative guidelines for action.

1. Recreation opportunities should be available to all the people of the community, regardless of age, sex, creed, race, or economic status.
2. Planning for recreation and park services should be undertaken with representative citizens to assure that plans reflect broad community thinking.
3. In developing park and recreation plans, consideration should be given to widely accepted principles and standards.
4. Recreation and park facilities and services should be planned on a neighborhood, community, and city-wide basis as related parts of a unified, well-balanced system, to provide maximum opportunities for all the people in the area of jurisdiction.
5. A park and playground should be provided in each neighborhood, preferably adjacent to the elementary school.
6. Each recreation area and facility should be located conveniently within the area it is to serve, and should have access for all the residents of that area.
7. Park and recreation lands should be acquired even if the limited financial resources of the public park and recreation agency oblige it to delay complete development.
8. The park and recreation plan must consider the requirements for management, leadership, and maintenance, and the costs of these requirements.
9. Beauty and functional efficiency should complement each other in parks and recreation facilities, and should be considered equally important goals of planning.
10. Maximum effort should be directed towards the development of public understanding of plans for recreation and park services.

Standards for Planning the Park and Recreation System

For planning purposes a number of factors must be taken into consideration when assessing the usefulness of park and recreation areas. These may be briefly stated as follows:

1. The distance from the home to the park
2. The size of the park
3. The amount and type of recreation facilities
4. The attractiveness of the park
5. The opportunities for both organized recreation activity, guided by qualified leaders, and informal activity through individual or group initiative
6. The effectiveness of behavior control within the park
7. The efficiency of the park maintenance operation
8. The provision of personal conveniences, such as rest areas, public toilets, water fountains, and the like

These factors indicate the need for a well-distributed system of parks, enabling each resident of the district to have convenient access to a variety of facilities, and the provision of attractive green areas throughout the district for beautification of residential and commercial areas.

To provide for effective distribution with reasonable economy, a park system should be planned according to functional categories and in accordance with widely accepted standards. The standards set forth have been used as a guide for determining the land space and facility requirements for the various neighborhood, community, and city-wide purposes. It should be understood that these are established as goals worthy of attainment but that in already built up areas, certain compromises and adjustments are usually necessary. The adoption of standards such as these is a matter for local determination, based on experience obtained locally and in other communities. The basis for these standards may be

found in the publication of the International City Manager's Association.[1] They are consistent with standards prepared by the National Recreation and Parks Association and are similar to those recommended by the Chicago Park District.

1. Neighborhood Parks and Playgrounds

Just as elementary schools are located within walking distance of the homes they serve, so should neighborhood parks and playgrounds be located conveniently to the people in each residential neighborhood. Where possible, it is desirable to provide parks and playgrounds adjacent to elementary schools, thus enabling the joint use of school, park, and playground areas for both school and general community purposes. This park-school concept represents a wise use of tax funds, as it provides a combined functional unit for education, recreation, and other community purposes. It enhances planning for maximum efficiency in the use of public lands and buildings.

There should be a neighborhood park and playground within walking distance of every home. The actual service radius in each neighborhood should be determined primarily by factors of population density, residential lot sizes, and safety of access. Generally, where lot sizes are less than one-quarter acre, the maximum service radius should be one-quarter mile. As lot sizes increase, if other conditions are equally favorable, the service radius may be extended to as much as one-half mile.

The minimum desirable size is five acres, and three acres is the minimum size in which essential functions can be fitted with adequate separation between areas for different age groups.

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[1] Local Planning Administration, International City Manager's Association, Chicago, 1959.

In the overall city allotment of neighborhood parks, there should be one acre for each 1,000 persons; and in the allotment for neighborhood playgrounds, there should be one acre for each 800 persons. This provides a standard for combined parks and playgrounds of one acre per 450 of population in the neighborhood.

Desirable facilities of a neighborhood park include:

a. Shelter building with games room, meeting room, storage, and toilet facilities with small kitchen <u>or</u> access to comparable facilities in the elementary school building
b. Grassed open area for informal games
c. Multi-purpose all-weather courts area with games standards and basketball goals, night-lighted for play of older children
d. Spray basin or wading pool
e. Landscaped neighborhood park area for passive recreation and nature study
f. Family picnic area

It is emphasized that the neighborhood park-playground should be so located that children do not have to cross major street, highway, or business areas to get to it from their homes. In some circumstances, where heavy traffic conditions or other hazards exist, it may be very desirable to provide additional small playgrounds in the sub-neighborhoods. In some very small sub-neighborhoods, totlots may suffice.

2. Totlots

Totlots, sometimes called playlots, are small play areas for children six years of age and under. One totlot can serve up to approximately 200 families or 80 pre-school children. A minimum totlot size of

3,000 square feet is desirable, with a requirement of 50 to 100 square feet per child. Desirable facilities include:

a. Open shelter building
b. Sand box
c. Slides
d. Climbing apparatus
e. Spray pool
f. Other creative play apparatus
g. Benches
h. Fencing

The design of totlots should be geared to promote the imaginative and creative play of pre-school children.

3. Community Parks

A community park is an area serving a group of neighborhoods within a city. There should be a minimum of two acres of community park space per 1,000 of the population. The minimum desirable size for a community park is ten acres. There should be one community park for each 10,000 of population or for each major neighborhood grouping. Desirable facilities of a community park include:

a. Area for game courts (tennis, volleyball, handball, basketball courts, lighted for evening use)
b. Fields (softball, baseball, football, soccer, lighted for evening use)
c. Open turfed lawn area
d. Picnic area
e. Landscaped park area
f. Children's play area
g. Fieldhouse
h. Parking area

The service radius for a community park should not be greater than one mile.

4. City-wide Parks

A city-wide park is regarded as a large area serving all the residents of an urban municipal jurisdiction. It should provide a beautiful natural setting that invites enjoyment of both active and passive recreation interests. Major recreation facilities not usually duplicated in other parks should be included here. These might include a golf course, woods, winter sports center, marina, picnic area, athletic fields, ornamental gardens, outdoor theater, bandshell, and adequate off-street parking. The city-wide community recreation center building is often located in such a setting.

The standards for such parks are flexible and depend upon the need for providing balance to the entire park and recreation system. A minimum of four acres per 1,000 of the population is regarded as essential.

5. Regional Parks and Reservations

A regional park is a large land and forest reservation, preferably with unique scenic character. It serves one or more cities or part of a large metropolitan region. It is usually located outside the corporate boundaries of cities. Its purpose can be threefold: to preserve a portion of natural landscape; to supplement the recreation facilities available in urban areas; and to act as a greenbelt separating cities in a large, highly developed metropolitan region. County forest preserves and state parks may serve this purpose depending on their location. Recent standards recommend a minimum of twenty acres of regional parks and recreation land for each 10,000 of population in a metropolitan region.

6. Specialized Recreation Areas and Facilities

Certain areas and facilities are highly specialized. They may be developed on special tracts of land or integrated into other park and recreation areas. They provide major recreation opportunities and their provision should be in generous terms.

Golf Courses - A long established standard calls for one hole of publicly owned golf courses for each 3,000 of the population. However, golf participation has increased so greatly that the validity of the standard is doubtful. Where private courses are also present, this may be a reasonable standard. Where there is a shortage of private courses in or immediately adjacent to a city, public provision for golf should be sharply increased.

Swimming Pools - Such facilities should be sufficient to serve three to five per cent of the population at one time. The minimum standard is twenty-seven square feet of water surface per swimmer with deck space provided on a ratio of two square feet of deck area for each square foot of water area.

Athletic Field or Stadium - This facility is intended for specialized sports and is usually located at the high school.

The athletic field usually provides a football field, running track, and space for field events. This area should be floodlighted for evening use. Including parking space and seating accommodations, ten to twenty acres may be required for this facility.

Baseball Diamonds and Softball Diamonds - There should be at least one baseball diamond and one softball diamond per 3,000 of the population.

Public Tennis Courts - There should be one tennis court for each 2,000 people. Tennis courts should be built in batteries of two or more courts per location.

Recreation Building - The public provision of indoor recreation facilities should include consideration of the availability and use of indoor public school facilities. Where such school facilities are suitable and available, public provision of other indoor recreation facilities can be less extensive.

Facilities which should be available for indoor recreation places, regardless of where they are provided, include gymnasia, auditoria, multi-use rooms, social rooms, meeting rooms, indoor pools, reading rooms, games rooms, health and exercise rooms, arts and crafts rooms, and adequate storage and office space.

Design of Parks and Recreation Areas

Careful design of parks and recreation areas for functional use and attractive appearance is vital to the efficient programming, operation, and maintenance of the entire system. Each site has its individual peculiarities which must be considered in its development. The following are some of the principles which apply to the design of any recreation area.

1. Efficient Use of Space

   A general site plan for each area should be prepared in advance of the location or development of any specific equipment or facility. This will ensure that all the required facilities and equipment are provided to best advantage in the amount of space available.

2. Adequate Space for Each Facility

   It is important that standard dimensions be used whenever possible for play areas to ensure safety and satisfying participation.

3. Efficiency of Supervision

   Those activity areas requiring considerable supervision should be located near a central point of control. Those areas requiring less supervision may be located farther away from the central point of control.

4. Accessibility and Relationship of Activity Areas

Those areas and facilities having close activity relationship, or used by the same age group, should be placed close to one another. Facilities involving spectator attendance or mass participation should be close to approach streets and parking areas. Facilities for small children should be placed near the side of the park with the largest number of homes, and close to the entrance.

5. Safety

Safety is best obtained by placing apparatus areas away from lines of foot traffic, and by arranging playing fields so that fly balls or other equipment will not enter other activity areas. Similarly, parking areas should be located and drives controlled to avoid crossing foot traffic lines and other activity areas.

6. Economy of Construction and Maintenance

The use of permanent types of court surfacing, durable building materials, and hardy plant materials will help ensure low maintenance costs. Careful location of specialized facilities will reduce grading, draining, plumbing, and paving costs. Careful planning of location of trees, shrubbery, and plant materials, coupled with careful design of walkways and the like, will maximize the use of large mowing equipment and minimize the costly use of hand operated equipment.

7. Public Accommodations

Adequate and convenient toilet facilities, parking areas, walks, seating accommodations, shade and drinking fountains may determine the satisfactory usability of a recreation area.

8. Utilization of Natural Features

Comparatively level terrain should be devoted to active game areas and courts. Natural slopes are best adapted to an outdoor theater or winter sports, and tree growth should be saved for its aesthetic value or for picnicking, hiking, and nature study.

9. Aesthetic Quality

An attractive park provides the right environment for recreation enjoyment and enhances the economic value of adjacent property. This quality can be achieved even on the smallest area by the judicious and artistic use of trees, shrubs, vines, and lawn surfaces and by good architectural design and building materials. A dreary, unattractive play area is a detriment to the community and seldom attracts recreation participation comparable to its potential capacity.

Analysis of the Community

Brief History

The first settlers to the area later to be known as River Forest arrived in the early 1830's with the first permanent settler being Ashbel Steele who purchased land there in 1836. By 1861 there were eleven land owners in the area and incorporation as a village occurred on October 24, 1880. Steady growth has characterized the community with at least 1000 population in 1894, 4,358 in 1920, 8,829 in 1930 to a presently estimated 13,300 in 1965. As in most communities, there was a slow period of growth during the depression and World War II. Following the war there was a resumption of steady growth.

Community Characteristics

The character of the community has remained stable from the beginning and is one of merit and excellence. The Suburban Factbook[2] of the Chicago area ranks River Forest in first place along with similar communities such as Evanston, Wilmette, Winnetka, Highland Park, Kennilworth, Glencoe, Glenview, and Park Ridge, on such indices as income, education, property evaluation, and value of new housing. It is interesting to note that all of these with the exception of River Forest are in the northern and northwest areas of the metropolitan area. Only River Forest of the thirty-nine western suburbs achieves such a ranking. In a composite socio-economic ranking River Forest ranks third among all 100 suburbs, falling behind only Kennilworth and Winnetka, in that order.

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[2] Suburban Factbook 1950-1960, Northeastern Illinois Metropolitan Area Planning Commission, Chicago 1960

River Forest is primarily a residential suburb with very little commercial and industrial development. It is a community of churches and schools with three institutions of higher learning. Most residences are single family dwellings, although considerable multiple family housing has developed in the period since World War II. At present about 73% of housing is owner occupied.

The community is also characterized by an older population, again ranking first on the index of median age. In 1950 the median age was 36.7 and in 1960 approximately 37.1.

Population per household, an index of family size and child-adult ratio, was 3.42 in 1940 and 3.25 in 1960 although there appear to be many households without any children.

Population density has steadily increased from 4,706 per square mile in 1950 to 5,520 in 1960, to a present estimate of 5,782. River Forest has about reached the "saturation" point, if present building patterns are continued, as there is almost no vacant land available. However, zoning changes and an increase in multiple-family dwellings could push this density even higher and there is some indication that such a trend may be in the offing. Suburban expansion has about run its course and interest is now focusing back on the inner suburban rings to absorb more of the population increase. River Forest's favorable location and its attractiveness will inevitably lure more and more residents. There is some indication also that the community may be approaching the peak of a cyclical population shift in which the gradual aging of the local population and normal attrition open more homes to new families. The new families begin to lower the median age and increase the population per household. In other words under the stable exterior of River Forest there is an underlying population shift. This basic change has already been reflected in the rising school enrollment and a need for expansion of school facilities.

Social and Governmental Organization

In terms of the organization of people, River Forest is in a dichotomous position. Seemingly the entire social framework is fully integrated with the neighboring villages, especially Oak Park. Nearly all organizations, be they civic, fraternal, or service oriented are combined. Many bear the names of both communities, but even those labeled River Forest or Oak Park are composed of people from both villages.

In marked contrast to this integrating characteristic are the governmental patterns of the two villages which are distinctly separate. The lone exception is the Oak Park-River Forest High School district which embraces both communities. River Forest is a unique suburb in that governmental boundary lines are identical for the Elementary School District #90, the River Forest Park District, and the village itself. Indeed, even the township boundaries are the same. There are presently ten separate and distinct taxing bodies in River Forest. The usual suburban pattern of overlapping governmental jurisdictions, however, is simplified here as all are responsible to the same constituency. For this reason the trend in many communities for a reduction in the number of governing bodies and taxing districts through merger might be accomplished with greater ease. Governmental services are generally considered to be excellent.

Summary

Parks and recreation planning and recommendations in the balance of this report are predicated upon the following:

1. Recreation is a basic human need and first of all a personal responsibility
2. The community, however, has a responsibility for providing certain opportunities and services beyond what the individual is able to provide for himself
3. Local government, as an instrument of the community, must share in this endeavor and should provide at least the basic floor of services

4. The responsibility for provision of services is not exclusive to any one agency or organization, but requires full mobilization of all community resources
5. Recommendations should be developed with full appreciation of the desirability of meeting standards whenever possible
6. Basic design principles should be adhered to at all times
7. River Forest is a stable, conservative community, but underlying population changes are occuring and the community character is changing requiring more attention now to its responsibility for long-range planning
8. Planning must be for a community with more children, younger family groups, and a higher density of population than at present

CHAPTER II

SURVEY OF LEISURE BEHAVIOR AND ATTITUDES

The Instrument and the Samples

An important part of the total River Forest Study of Parks and Recreation has been the Survey of Leisure Behavior and Attitudes. This phase of the study was conducted in two steps, the first being a survey of the high school students and the second a survey of adults in the community. Although there were some minor differences in the questionnaires used, they were basically the same and consisted of the following:

1. Community characteristics - including age, sex, marital status, family size, education, occupation, and income, and grade level for students
2. Time use - including working hours, school hours, study time, television viewing, attendance at meetings, and volunteer service
3. Leisure behavior - frequency count of participation in selected activities over a specified time period
4. Attitudes - regarding the neighborhood, recreation facilities, and recreation programs
5. Reasons for not participating more - including the same set of selected activities as used in the leisure behavior section

The student survey was administered with the cooperation of the Oak Park-River Forest High School and Trinity High School* through the homerooms. Sufficient questionnaires were distributed to each teacher and one homeroom period was set aside for the students to answer. Only students from River Forest received this questionnaire. Survey forms were collected at the end of the period or at the end of the day and returned to the central office. A total of 587 questionnaires were completed, but this was reduced to 544 after eliminating incorrect or partially filled out forms. With a total of 759 River Forest students in the Oak Park-River Forest High School and Trinity High School this gives a 71% response

*Fenwick School for Boys was already out of session so could not be included.

The adult questionnaire was distributed to a random sample of households chosen from the latest lot and block map of River Forest. (See map on page 20.) After the initial choice by random number tables, the entire community was checked and in those instances where an empty block was chosen or other difficulty encountered, an alternate choice was made. The questionnaire was delivered to each household and designated for either the man of the house or lady of the house by random choice. Self-addressed, stamped envelopes and directions for filling out the form were included. The forms were to be mailed back to the Field Service Office within two or three days. Approximately 487 forms were delivered. One hundred and seventy forms have been returned, but this has been reduced to 130 by elimination of incorrectly or partially filled out questionnaires This gives us a 29% response.

Analysis of the Questionnaires

Community Characteristics

Samples which are drawn on a random basis have the greatest probability of being representative of the population as a whole. The student survey is representative by all criteria. Statistically we can be less sure of the adult survey although an inspection of the sample results given in Table 1 still shows about what would be expected from a knowledge of the community and from census data. What is shown in the sample results can, therefore, be generalized to the total population.

The basic characteristics of the student sample shows an average sixteen year old in the tenth or eleventh grade as respondent. The percentage of male to female was a 40/60 split due primarily to a slight bias in sampling the Catholic girls high school and not the boys school. Very few own their own cars with Area 2 showing the highest percentage - 14.5. Total sample automobile ownership was less than 10%. While the total sample revealed only 30% owning their own TV set, Area 1 was considerably non-average with 60.9% reporting their own. All areas had high ownership of record players or tape recorders.

MAP 1

Neighborhood Zones
& Random Sample

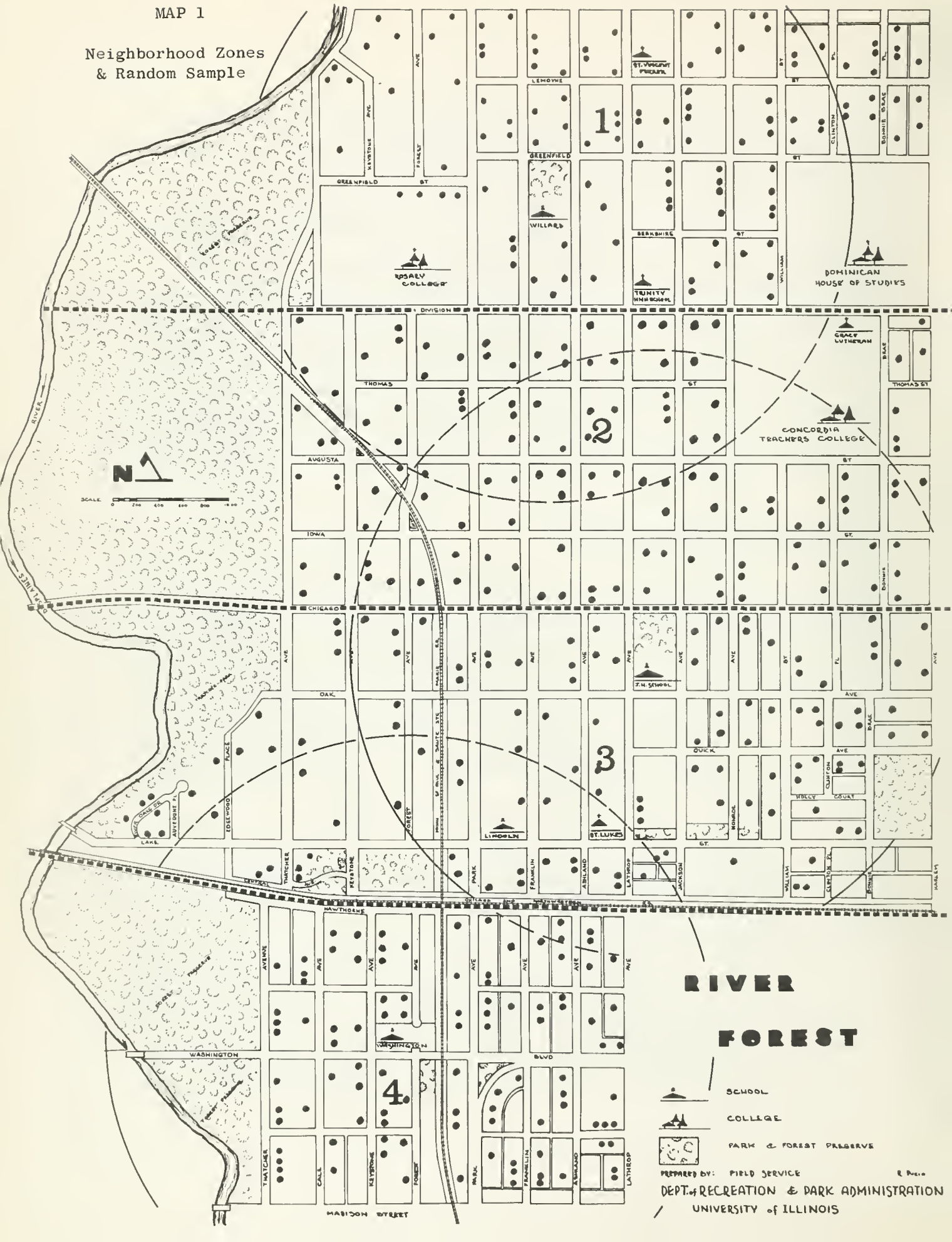


TABLE 1

CHARACTERISTICS OF THE SAMPLE
BY AREAS AND TOTAL
RIVER FOREST, ILLINOIS
JUNE, 1966

Students

Characteristic	Area 1	Area 2	Area 3	Area 4	Total
Sample size	133	144	157	110	544
Age (mean)	15.93	15.95	15.86	15.89	15.91
% male	31.5	37.5	45.2	44.5	39.71
Grade in school (mean)	10.51	10.37	10.26	10.22	10.35
% owning automobile	9.0	14.5	12.1	8.1	11.2
% owning TV	60.9	37.5	27.3	30.0	38.8
% owning record player or tape recorder	80.4	82.6	83.4	80.9	81.99

Adults

Characteristic	Area 1	Area 2	Area 3	Area 4	Total
Sample size	21	30	42	37	130
Age (mean)	42.7	48.0	47.2	48.9	47.2
% male	52.4	56.7	38.1	56.8	50.0
% married	90.5	93.3	92.9	97.3	93.8
No. children (mean) under 15 years	1.86	2.23	1.86	1.70	1.90
1-5 years	.76	.60	.57	.65	.63
6-11 years	.66	1.07	.97	.57	.83
12-14 years	.42	.60	.42	.43	.47
Grade of school completed (mean)	15.2	15.3	14.9	13.6	14.7
Family income (mean)	18,139	16,739	14,234	13,099	15,059
% owning home	85.7	90.0	95.2	97.3	93.1
% owning automobile	100.0	93.3	95.2	100.0	97.9
% owning TV	100.0	96.7	97.6	97.3	97.7

The adult sample reveals an average age of 47.2 with 93.1% home ownership. Apparently the sample did not draw many responses from those renting homes or dwelling in apartments as other studies have shown an overall home ownership of around 73%. For our purposes this is fine, as a response from those owning homes comes from residents who are more stable in the community. The percentage of males responding was exactly 50%. By areas, however, Neighborhood 3 indicates a greater percentage of women respondents which may account for some variation in interest and participation in that area. Ninety-three and eight tenths percent of the sample is married with an average per family of two children under fifteen years of age. The average age of the children in the family falls in the age range of six years to eleven years.

The data show a well-educated (14.7 years of schooling), affluent (average income $15,059) community.

Time-use

Time-use data reported in Table 2 is based upon means. These are of little use in describing specific conditions, but of great importance in comparing differences of neighborhoods. For example, in the adult sample a mean of .46 hours or approximately forty-five minutes is reported as an average per week spent attending meetings. Obviously many people who do not often attend meetings pull the average down from those who spend several hours a week in meetings. On a comparative basis, however, the statistic takes on meaning when one can see that residents of Areas 1, 2, and 3 all exceed the average and Area 4 is below. Area 2 almost doubles the mean for the entire community.

For easier analysis of the specific questions, see Tables 12 and 13 in Appendix D which lists percentages checking each category by areas and by total sample.

TABLE 2

COMPARISON OF NEIGHBORHOODS ON TIME-USE
RIVER FOREST, ILLINOIS
JUNE, 1966

Students

	Area 1	Area 2	Area 3	Area 4	Total
Hours per day in school (mean)	9.52	9.31	9.54	9.80	9.53
Hours per week working (mean)	4.33	4.57	5.0	5.69	4.99
Hours per week attending meetings, etc. (mean)	.91	.84	1.09	.70	.91
Hours per week practicing (mean)	2.73	2.87	3.29	2.98	2.98
Hours per day watching TV (mean)	2.27	2.33	2.01	2.33	2.22

Adults

	Area 1	Area 2	Area 3	Area 4	Total
Hours per week working (mean)	40.0	44.0	40.6	42.4	41.1
Hours per week attending meetings (mean)	.50	.80	.51	.34	.46
Hours per week doing volunteer service (mean)	.29	.42	.48	.35	.39
Hours per day watching TV (mean)	1.00	1.27	1.40	1.49	1.33

Leisure Behavior

Leisure behavior is best described as given in the following Tables 3 and 4. Activities are ranked in order of preference with percentages given for those who participate (once or more) and percentages for those who participate most often (sixteen or more times).

TABLE 3

FIFTEEN MOST PARTICIPATED IN ACTIVITIES

RIVER FOREST HIGH SCHOOL AGE STUDENTS

Activity	% Participating Once or More	%Participating 16 or More Times
Swimming (outdoors)	88.5	54.7
Table tennis or billiards	86.7	29.6
Went to a party	80.1	3.2
Softball	79.0	21.1
Walked or hiked for pleasure	76.6	18.1
Swimming (indoors)	75.2	27.8
Rode in car for pleasure	75.1	29.7
Attended sports event	74.6	8.7
Basketball	73.8	24.3
Boating	73.1	22.1
Went to a dance	71.7	3.9
Tennis	68.4	27.1
Volleyball	67.5	17.1
Picnics	66.9	3.2
Bowling	65.5	7.3

TABLE 4

FIFTEEN MOST PARTICIPATED IN ACTIVITIES

RIVER FOREST ADULTS

Activity	% Participating Once or More	% Participating 16 or More Times
Visited at friend's home	93.9	4.6
Fixed up house, worked on lawn or garden	93.1	23.1
Attended club or organization meeting	74.5	0.0*
Read a book	71.5	15.4
Spent time on other hobbies	71.5	10.8
Went swimming (outdoors)	69.2	8.5
Went driving for pleasure	67.7	10.0
Listened to records	67.5	9.2
Hiked or walked for pleasure	66.2	5.4
Went on picnics	56.2	0.8
Played games like cards, checkers, etc.	50.8	1.5
Played table tennis or billards	46.9	4.6
Attended sports event	43.9	0.0*
Attended movies	42.4	0.0*
Played golf	42.3	5.4

*The zero % participating is explained by the fact that the activities were within the last thirty days.

A considerable though not surprising difference is noted between the students and the adults. Students, for the most part, participated in more active pursuits while adult participation was more on the sedentary side.

Changes in the rank order in the column for more frequent participation is mostly due to the difference in the specified reporting period. For example, in the student survey 80.1% reported going to a party within the last year, but only 3.2% did so as often as sixteen times within the last thirty days.

It is also interesting to note that the adults reported higher participation in those activities measured over the thirty-day period than did students.

Another source for estimating leisure behavior came from the questions numbered 16 and 19 on the student questionnaire and numbers 19 and 22 on the adult questionnaire regarding activities not listed in which the respondents participated and the facilities used most outside of River Forest.

TABLE 5

STUDENT QUESTION #16

Other activities (not listed) engaged in during free time

	Most Frequently Listed by Areas				
Activities	Area 1	Area 2	Area 3	Area 4	Total
Horseback riding	15	14	9	3	41
Sewing and knitting	11	4	2	2	19
Babysitting	6	5	2	3	16
Gymnastics	4	4	3	3	14

TABLE 6

STUDENT QUESTION #19

Facilities Used Most Outside of River Forest

Facility	Most Frequently Listed by Areas				
	Area 1	Area 2	Area 3	Area 4	Total
Swimming pool	66	73	50	45	234
Library	31	21	29	22	103
Dance places	41	22	21	11	95
YMCA	13	9	18	8	48
Tennis Courts	19	10	9	4	42

TABLE 7

ADULT QUESTION #22

Facilities Used Most Outside of River Forest

Facility	Most Frequently Listed by Areas				
	Area 1	Area 2	Area 3	Area 4	Total
Swimming pool	12	12	19	14	51
Golf course	10	11	7	4	32
Parks, playground, picnicking	2	3	6	10	21
Lakes and beaches	1	4	3	10	18
Skating and winter sports	3	2	7	2	14

Response to adult question #19 was too variable to prepare in table form.

Attitude

An assessment of attitudes and opinions is taken from three sources in the survey results. Question number 20 on the student form and number 23 on the adult form concerns opinions regarding the need for certain facilities in River Forest. These are self explanatory.

TABLE 8

STUDENT QUESTION #20

Facilities Needed Most In River Forest

	Most Frequently Listed by Areas				
Facility	Area 1	Area 2	Area 3	Area 4	Total
Swimming pool	55	55	73	73	256
Teen center	71	52	60	49	232
Tennis courts	17	9	13	6	45
More and better parks	7	12	7	7	33
Better library	6	8	7	6	27
Ice skating	6	3	7	9	25

TABLE 9

ADULT QUESTION #23

Facilities Needed Most in River Forest

	Most Frequently Listed by Areas				
Facility	Area 1	Area 2	Area 3	Area 4	Total
Swimming pool	15	20	25	24	84
More playgrounds	5	7	0	9	21
Ice rink	4	1	5	7	17
Youth center	1	6	6	3	16
Tennis courts	7	3	4	1	15

The second source of opinions was the page inserted in each questionnaire for comments regarding parks and recreation in River Forest. Selected comments regarding specific needs are used throughout this report and a summary of these comments by neighborhood areas is given in Appendix E. While there were a number of complimentary comments and a few who preferred the status quo, the overwhelming majority indicated a desire for more facilities and expanded programs.

A third source of attitude was the section in each questionnaire concerning specific questions in which respondents were asked to check their feelings on a scale from not true to very true. These sections were the questions numbered 17 and 18 in the student form and 20 and 21 in the adult form. A glance at Tables 10 and 11 of mean scores by areas and total sample for students and adults reveals the following general information.

Students in all neighborhoods are consistent in their attitudes towards each question. Adults are also consistent with two exceptions. Adults in Neighborhood 2 give less importance to things done in their own neighborhood. This is understandable from the standpoint of public areas and programs which are totally lacking in that neighborhood. Area 1 feels that organizations such as Scouting, "Y"s, and community centers are doing less of a good job than do the other three neighborhoods. Except possibly for Scouting, Area 1 is further removed from such facilities, which are all in neighboring villages, than are Areas 2, 3 and 4.

Both students and adults feel that it is mostly true that parks and playgrounds add beauty to their neighborhoods, but none of the other questions received as high an attitude rating in the total sample results.

Students in general feel that it is not true that there are plenty of indoor facilities and good programs for teenagers, or for adults. They indicate that they do not spend much free time in their own neighborhoods,

TABLE 10
ATTITUDE VARIABLES - ADULT SURVEY
MEAN SCORES BY AREAS AND TOTAL SAMPLE*
RIVER FOREST, ILLINOIS
JUNE, 1966

N = 130

Variables	Area 1	Area 2	Area 3	Area 4	Total
Parks and playgrounds add beauty to my neighborhood	3.24	3.13	3.26	3.38	3.26
Plenty of outdoor space in my neighborhood	2.81	3.07	2.74	2.95	2.88
Plenty of indoor facilities in my neighborhood	1.95	2.27	1.86	1.76	1.94
Spend much free time in my neighborhood	1.57	1.83	2.38	1.95	2.00
Neighborhood activities important to me	2.81	2.10	3.07	3.03	2.79
Better park and recreation facilities in River Forest than in other communities	1.62	1.87	1.93	1.84	1.84
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	1.71	2.30	2.17	2.19	2.13
Programs for children are good (village wide)	2.29	2.67	2.62	2.68	2.59
Programs for teenagers are good (village wide)	1.57	1.97	1.43	1.68	1.65
Programs and facilities for adults are good (village wide)	1.76	2.00	2.00	1.78	1.90
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	2.19	3.10	2.98	2.76	2.82
Village should be proud of its parks	2.24	2.57	2.86	2.81	2.68
Village should be proud of its recreation programs	1.71	2.20	2.17	1.97	2.05
Library is adequate	2.52	2.73	2.76	2.57	2.66
Village recreation programs are well worth the cost	2.10	2.67	2.69	2.86	2.64
River Forest park system is well worth the cost	2.71	2.70	2.88	3.08	2.87

*Scale of 1-4, ranging from (1) not true to (4) very true.

TABLE 11

ATTITUDE VARIABLES - STUDENT SURVEY
MEAN SCORES BY AREAS AND TOTAL SAMPLE*
RIVER FOREST, ILLINOIS
JUNE, 1966

N = 544

Variables	1	2	3	4	Total
Parks and playgrounds add beauty to my neighborhood	3.19	3.01	3.06	3.03	3.07
Plenty of outdoor space in my neighborhood	2.83	2.72	2.86	2.59	2.76
Plenty of indoor facilities in my neighborhood	2.56	1.51	1.40	1.55	1.50
Spend much free time in my neighborhood	1.89	1.90	1.81	1.82	1.85
Neighborhood activities important to me	2.20	2.44	2.36	2.15	2.30
Better park and recreation facilities in River Forest than in other communities	2.11	1.88	1.82	1.88	1.92
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	2.43	2.29	2.18	2.17	2.27
Programs for children are good (village wide)	2.24	2.28	2.31	2.14	2.25
Programs for teenagers are good (village wide)	1.33	1.34	1.29	1.29	1.31
Programs and facilities for adults are good (village wide)	1.79	1.87	1.83	1.69	1.80
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	2.57	2.44	2.56	2.45	2.51
Village should be proud of its parks	2.89	2.76	2.72	2.70	2.77
Village should be proud of its recreation programs	1.95	2.04	1.87	1.85	1.93
Library is adequate	2.56	2.49	2.39	2.46	2.47

*Scale of 1-4, ranging from (1) not true to (4) very true.

that park and recreation facilities are not as good in River Forest as in other communities, and that the village should not be proud of its recreation programs. All other questions received a slightly true rating.

Adults also indicated that it is not true that there are adequate indoor facilities and good programs for teenagers and adults. Likewide they feel that other communities have better parks and recreation facilities, but they give a slightly true rating to all other questions.

For more specific information on percentages checking each category in each area and for the total sample, see Tables 15 through 24 in Appendix D.

Summary

The two samples, high school and adult, investigated in the River Forest survey were representative of the total population. An analysis of the survey reveals broad diversified participation in leisure activities with outdoor swimming ranking number one for both groups as an active pursuit although adults reported greater participation in a number of more sedentary interests. The time use study indicates that there is a significant portion of time for most individuals available for leisure and a general community feeling that areas, facilities, and programs in River Forest are not sufficient to provide the opportunities for a wise and satisfying use of that leisure within the community.

The remainder of this report contains our recommendations based upon the background for planning in Chapter I and the survey of leisure behavior and attitudes in this chapter.

CHAPTER III

NEIGHBORHOOD ANALYSIS

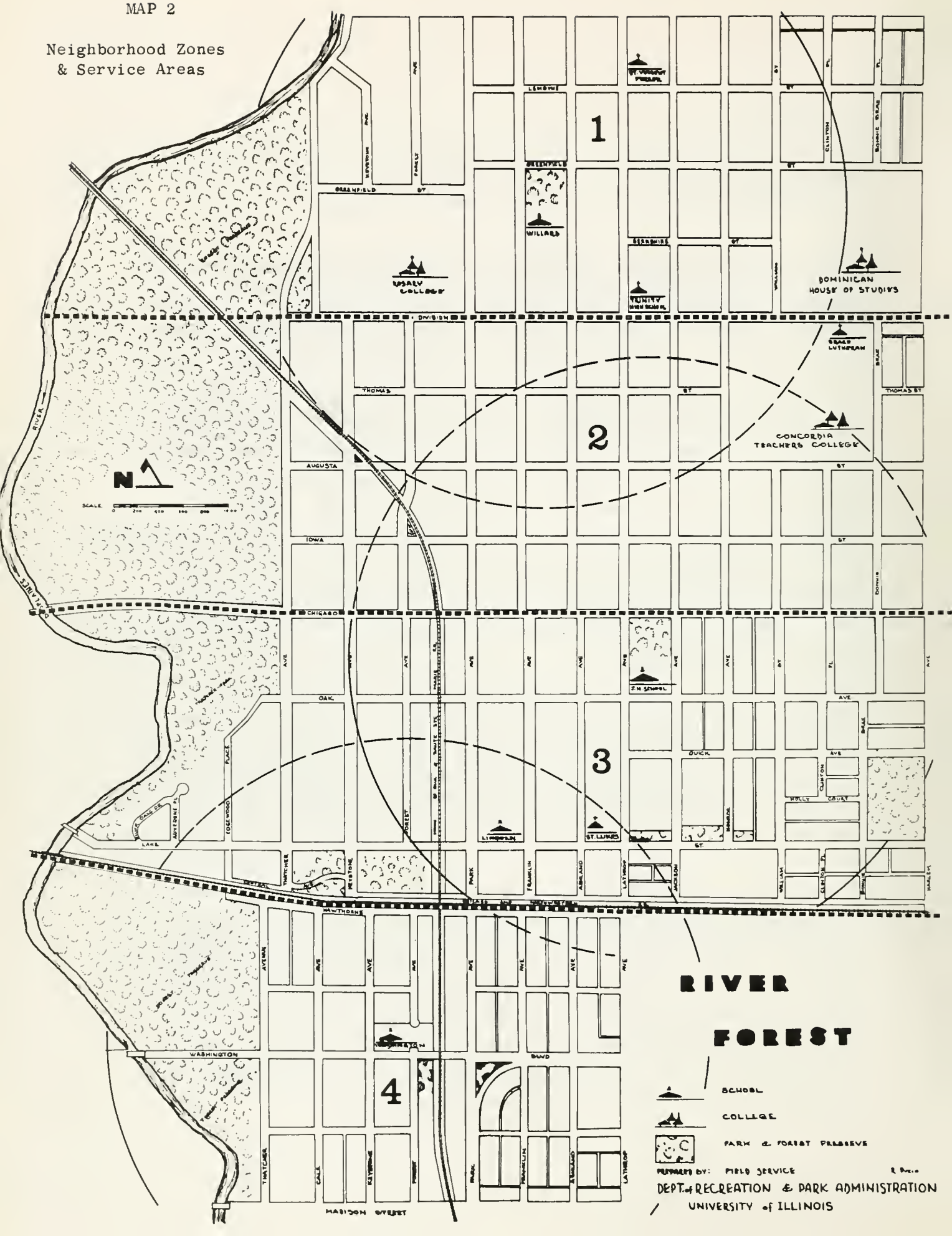
By applying the standard of one acre of combined park and recreation property per 100 population River Forest should have 133 acres. Property of the park district amounts to only 18.75 acres and recreation-use property of the public school district #90 to about 4.25 acres for a total potential of 23 acres. This apparent shortage must be tempered with the fact that the Cook County Forest Preserve has set aside approximately 380 acres within the village limits. Also one must bear in mind that lot sizes and set-back lines within the community are more than generous giving the entire village the feeling of openness and spaciousness. Many of the multiple-family dwellings are high rise and have thus maintained an open character. There are also 110 acres belonging to the three colleges which are at least 60% open park-like land. Indeed the natural beauty of the community and its spaciousness leave little to be desired along this line of development.

The problem then is basically one of the proper distribution and maximum development of existing recreation-use property. This is even more apparent when one considers that available land is virtually non-existent and that at the present time 52% of River Forest property is not on the tax rolls.

Although all of River Forest is a somewhat homogenous community, it is convenient to separate it into neighborhoods for purposes of detailed planning. Fairly heavy traffic arteries such as Division Street and Chicago Avenue divide the northern portion into three neighborhoods. A limited central business district and some industrial land use as well as the Chicago and Northwestern Railway effectively isolate the southern portion into a fourth neighborhood. This division of the community is clearly outlined on the map on page 34 of this report.

MAP 2

Neighborhood Zones
& Service Areas



Neighborhood #1

Boundaries:

North: North Avenue

South: Division Street

East: Harlem Avenue

West: Des Plaines River

Estimated Population: 2,946

Existing Public Recreation-Use Area

Park District Property:	
North Park	2.75 acres
School District Property:	
Willard School	2.50 acres
Total	5.25 acres
Desirable Standard	6.54 acres
Minimum Standard	3-5 acres

The Cook County Forest Preserve maintains approximately ninety acres on the extreme western edge of this neighborhood including a small portion east of Thatcher Avenue and a very large wooded section between Thatcher Avenue and the Des Plaines River. In keeping with Forest Preserve policy this is kept in a natural state and very little active use may be made of it other than for picnicking, hiking, and nature study.

Both Rosary College with thirty-three acres and Dominican College with forty acres are located in this neighborhood, but this property is not at the present time available to the public.

Trinity High School has converted all of its outside area into parking use, and St. Vincent Ferrer School has no suitable outdoor space.

The public use area at North Park and Willard School meets the minimum requirements of three to five acres and it is recommended that a full neighborhood park-school playground, in accordance with standards set forth in Chapter I, be developed here to serve the entire neighborhood.

Suggested facilities with desirable space allotments are:

Playlot for younger children and mothers		10,000 square feet
Apparatus area for older children		10,000 square feet
Paved multiple-use area for court games		10,000 square feet
Open area for group games and informal play		21,890 square feet
Playing field for team games and sports		130,680 square feet
Older adults area		10,000 square feet
Shelter house or recreation building		in Willard School
Landscaped areas		25,000 square feet
Total	(5 acres)	217,570 square feet

An additional recommendation for this neighborhood is to approach the Dominican College with a proposal for a site in the southwest corner of their property for the construction of a minimum of two tennis courts as recommended in Chapter IV. A twenty year lease is an absolute minimum and a longer period preferred if the property could not be purchased.

Neighborhood #2

Boundaries:

North: Division Street

South: Chicago Avenue

East: Harlem Avenue

West: Des Plaines River

Estimated Population: 3,827

Existing Public Recreation-Use Area

Park District Property:	
Forest and Iowa Park	.20 acres (ornamental only)
Keystone and Augusta Park	.05 acres (ornamental only)
School District Property:	none
Total	.25 acres
Desirable standard	8.5 acres
Minimum standard	3-5 acres

Neighborhood #2 is the most seriously affected by park distribution patterns. As shown above, only one-fourth of an acre of park property exists and it is too small for anything other than ornamental development. The Cook County Forest Preserve does own approximately 150 acres on the extreme western edge and west of Thatcher Avenue, again available primarily for picnics, hiking, and nature study. Concordia College on the eastern edge has forty acres with some fairly extensively developed athletic fields which are not generally available to the public.

If one were to ignore the obvious safety hazard of both Division Street and Chicago Avenue, most of the area would fall within the one-half mile radii of Willard-North Park and Roosevelt-Community Commons and could be served by them.

Future plans should include the acquisition of some park property near the center of this area. Although it is realized that there is no vacant property of sufficient size at the present, the park district should be alert to the possibility of land becoming available for purchase. Land might even be donated.

Neighborhood #3

Boundaries:

North: Chicago Avenue

South: Central Avenue

East: Harlem Avenue

West: Des Plaines River

Estimated Population: 3,060

Existing Public Recreation-Use Area

Park District Property:	
Community Commons	3.00 acres
Memorial Parkway	1.25 acres
Keystone Park East and West	9.00 acres
School District Property:	
Roosevelt School and Jr. High	1.00 acre
Lincoln School	1.25 acres
Total	15.50 acres
Desirable standard	6.80 acres
Minimum standard	3-5 acres

Neighborhood #3 has been more amply supplied with park land than any of the others. The distribution of this land and the nature of its use, however, does not give it exceptional advantage.

The Cook County Forest Preserve provides Thatcher Woods Glen on the western boundary with approximately forty acres and on the eastern edge lies Cummins Square which is headquarters for the Forest Preserve. Cummins Square, through some unique arrangement, is the site of the Oak Park Tennis Club and also has a small, antiquated children's play area near Bonnie Brae and Lake Street.

St. Luke's Parochial School is located in this neighborhood and has some indoor facilities, but no outdoor play space.

The River Forest Tennis Club is located just south of the Roosevelt-Community Commons site, and provides a small outdoor pool in addition to extensive tennis facilities. It is, however, restricted to members with an upper limit of 250 men, their wives, and families. Guest privileges are available though naturally limited in frequency.

The park district owns Memorial Parkway, an ornamental strip of park land along Lake Street which is inadequate in size for any development for active use. Even if it were larger its purpose should remain ornamental. Keystone Park, East and West also lies along Lake Street west of the SOO railway and is sufficiently large enough for community-wide use. No neighborhood type development is recommended for this property. Lincoln School, facing on Lake Street, provides 1.25 acres of playground, but is not large enough for full scale neighborhood development.

Community Commons, three acres in size, is located adjacent to the Roosevelt Elementary School and Junior High School complex which has an additional acre of outside play space. It should be extensively developed for neighborhood use in conjunction with the school.

Suggested facilities with desirable space allotments are:

Apparatus area for older children		10,000 square feet
Paved multiple use area for court games		10,000 square feet
Playing field for team games, sports and informal play		123,000 square feet
Older adults area		10,000 square feet
Recreation building		Library Building and Roosevelt School
Landscaped areas		20,000 square feet
Total	(4 acres)	173,000 square feet

Certain areas recommended for Willard-North Park are excluded at this site due to a lack of space, such as a playlot. The open area has been combined with the team games area and landscaping space cut in half. The park-playground must serve many uses, but compaction is necessary when space is at a premium.

Neighborhood #4

Boundaries:

North: Hawthorne Avenue

South: Madison Street

East: Lathrop Avenue

West: Des Plaines River

Estimated Population: 3,305

Existing Public Recreation-Use Area

Park District Property:	
Washington Square	1.00 acre (ornamental only)
Washington Triangle	1.50 acres
School District Property:	
Washington School	1.00 acre
Total	3.50 acres
Desirable standard	7.34 acres
Minimum standard	3-5 acres

Neighborhood #4 is considerably smaller in land area than the other three, but does have a denser population. All public areas are grouped conveniently in the center of the area though their size and development is deficient.

The Forest Preserve maintains approximately ninety-five acres on the western edge consisting of the Grand Army of the Republic Woods and Jefferson Woods with no development in either.

Washington School is separated from Washington Square by Washington Boulevard, which is a main artery. There is a pedestrian underpass, however, parallel to the SOO railway. Washington Square is basically developed for tennis with two tennis courts and a small ornamental area. Washington Triangle is one block east of the square and is unsuitable for recreational development. The triangle should be maintained only as an ornamental area. This leaves

the school grounds for active neighborhood development and here there is only one acre which is blacktopped or graveled. Consideration should be given to acquiring the remaining property in the block with the school consisting of from six to eight lots north of the present property. Until additional property is obtained no broad development can take place, but when and if such property becomes available, development should parallel that of Neighborhoods #1 and #3.

The foregoing recommendations if effected will provide River Forest with a relatively well-distributed system of developed neighborhood play spaces and recreation areas. All suggestions are based upon full utilization of the park-school concept except in Neighborhood #2 which has no elementary school. A neighborhood system of areas and facilities with adequate staff can effectively meet the unique needs of the various neighborhoods with the exception of major facilities of a special use or community wide nature which are discussed in the next chapter.

Park and recreation authorities must continue to acquire park property to maintain sufficient acreage for an increasing population. Chances are that River Forest will not increase population rapidly, but it is almost a certainty that it will continue its present growth rate which amounted to a 17.3% increase in the decade 1950-1960. With the gradual change in land use to more multiple-family housing and high rise apartments the impact on existing facilities will increase markedly. Planning must not be for the present only. Of more immediate concern is the maximum development and utilization of existing property and facilities. It is strongly recommended that professional recreation and park planning consultants be retained to develop site plans and landscape designs for all areas including ornamental plots.

CHAPTER IV

COMMUNITY WIDE ANALYSIS

River Forest Public Library Building and Site Evaluation*

The Present Site

The River Forest Public Library occupies a building which was opened in 1929 on land leased from the River Forest Park District in 1923 on a 99 year lease. The lot is deep and narrow and adjoins the Roosevelt School and the Junior High School. The building itself is set well back from the street with nearly half of the lot devoted to lawn. The building occupies nearly the full width of the lot, leaving only an access sidewalk on the north. To the rear there is a strip perhaps thirty feet wide. On one corner the school has erected in recent years a baseball backstop which encroaches some nine feet on the library's lot.

The Roosevelt School has expanded until it occupies most of its own lot leaving only a narrow graveled playground strip between the library and the school. There has been some recent discussion between the two agencies of paving this strip for parking, with the school to retain priority use during the day and the library, which would pay for installation and maintenance of night lighting, to have use of the parking after hours. The plan was contingent on approval from the park district to allow the school more use for recreation of the remaining park land which occupies the rest of the square block to the north. At present discussions are in abeyance until the recreation survey is completed but it is felt that the school may now be reluctant to enter a cooperative agreement regarding development of a parking strip jointly with the library if this agreement might in any way interfere with the possible future use of the area for building purposes when it becomes necessary to expand the Junior High School.

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*Guy Garrison, Director, Library Research Center, Graduate School of Library Science, University of Illinois, July 13, 1966.

The north half of the block, which is park district property, is largely undeveloped except for lawn and trees. The school board would like to get park district permission to develop ball diamonds and other recreational facilities here for school use. The River Forest Playground and Recreation Board also makes use of the land for recreational programs. The park district itself has been reluctant to get into direct operation of recreational facilities and it has also resisted loss of the limited amount of park land to recreational use. A further factor complicating the situation is the current agitation for a municipal swimming pool in River Forest. Among possible sites for such a pool, this near Roosevelt School has been mentioned, as has the area near Keystone Park.

The almost total lack of undeveloped land in River Forest is perhaps the major factor limiting the relocation of the library, the expansion of school grounds, the development of additional recreational spaces, and other community facilities. The other, and more immediate problem, even if the library stays in its present location, is parking. Except for limited street parking directly in front of the library, there is no place for library staff or patrons to leave their cars for extended periods. Most of the nearby streets have two hour parking limits. Staff parking for teachers already cuts down school land and takes up some available street parking. There is, in addition, a total restriction on street parking in front of the school during school hours. Lathrop is a heavily traveled street carrying traffic from North Avenue to Congress. Originally built as a quiet residential street, it is poorly adapted to its present traffic load and is often hazardous to cross at mid-block near the library.

If the library remains in its present site and no agreement is reached on working with the school on a parking lot to the south between school and library, it would be highly desirable as a minimum solution to a serious

problem to attempt to lease an additional strip to the north of the library and to construct a parking lot there to accommodate some twenty cars and to provide access for deliveries to the rear door--a feature now absent. If no additions are built on the rear, it might also be practical to pave the back of the lot for staff parking since this area is of little use now for any other purpose.

The Present Building

The library building itself can only be considered too small to accommodate present use and present book stock. In outward appearance and interior arrangement, it reflects the standards of library service forty years ago. The population of the area served has doubled since the library was opened and library use has climbed at an even faster rate. The building is crowded and inefficient to operate due to the necessity of staffing two separate public service floors. The building has an estimated total of 6,720 square feet of space, divided between the main floor, which houses the adult department, a small office and a workroom, and the lower floor which holds the children's room, a meeting room, staff room, stack room, and mechanical equipment. Book capacity is estimated at 30,000 volumes and the present collection is said to be around 24,000 volumes. However, much of the estimated book capacity is in areas, such as the basement stack room, which are inaccessible to the public and are inefficient for use in a modern library program. It seems more accurate to say that the public service areas are now, despite constant weeding of the book collection, somewhat beyond their desirable capacity, resulting in reading rooms that give an impression of overcrowding and clutter. The main floor seats only thirty-two, and with its ranges of tall shelving and its numerous alcoves, is especially difficult from the point of visual supervision of all areas.

A further disadvantage of the present building, in addition to lack of space to accommodate either present or future growth, is the awkward

entrance. An unusually high main floor means that visitors must climb a total of fourteen steps, four outside and ten inside, before reaching the adult department. The children's department, which originally was also on this main floor, was moved in 1956 to a basement room. To reach this room you just climb the four outside steps, enter the library, descend a half flight to the lower hall, turn to the left and descend several more steps. The room, once you reach it, is attractive enough, though rather small for the volume of use made of it. It seats only twenty-six, but has recently held as many as 130 for a story hour and frequently has class visits which overcrowd the room.

Besides the physical difficulties imposed by having so many steps either up or down to the two departments, the operation on two floors has the unfortunate result of necessitating two separate service points at all times, thus wasting a great deal of money on staffing during slower periods when the entire library might easily be handled by one or two persons if all public services were on one floor. As one result of this expensive staffing pattern, the children's department is not kept open as long as it might be. It closes at five o'clock and there is no access to children's reading materials in the evening hours, a time when much use of the library by family groups might be expected.

The building is air conditioned on the main floor only. There is a fairly new heating plant. Although the building is basically attractive and has been well maintained, some extensive renovations will be necessary soon, including new floor covering to replace the old linoleum floors. There has also been discussion about having a fairly extensive remodeling of the main floor to add shelf space. All of these needed repairs, however, have been delayed pending a decision on whether the library should try to stay with its present building and site, perhaps with additions to the rear, or whether there should be an effort to try to secure an entirely new library building perhaps on a different and larger site. This decision depends, to a great extent, on the needs and the plans of other municipal agencies as they are revealed in the Recreation Survey.

To operate the River Forest Public Library, there is now a staff of seven, of whom three are trained librarians, although one of the three is a part-time employee. From this limited staff, two persons are needed in the children's department downstairs whenever it is open, not merely to handle the volume of business but to avoid having only one person working alone in a relatively remote room. The necessity of maintaining service desks on two different levels obviously results in inefficient utilization of the limited staff and means that frequently professional staff are employed in circulation desk work and supervision instead of on reader service and guidance activities.

Growth Trends

According to the librarian's annual report for 1965 which included a summary of ten year's growth in use of the library, the River Forest Public Library is experiencing increased use that goes far beyond the natural increase due to population growth. Before any decision is made about remodeling or adding to the present building or building a new library, the Library Board must decide whether, in the light of present growth trends in library use, present facilities are not likely to be adequate to River Forest needs in the future. While there is unlikely to be any major growth in population, except as some present single family housing is replaced my multiple family housing or as existing homes are purchased by families with more children, actual library use will probably continue to rise. Student use of libraries, especially, has increased greatly in the last few years as the public library is transformed into a supplementary educational agency for all age groups and becomes less and less a purely recreational agency devoted largely to leisure reading. The present building already imposes undesirable limits on the size of the book collection, which has been expanding in quality and quantity as the library budget has increased, and on seating space, which has been curtailed by the necessity of housing more books. Stopgap measures such as minor remodeling and new shelving units will do little to alleviate this problem.

It has long been the custom for River Forest residents to make some use of the larger Oak Park Public Library to supplement the limited resources of their own library. To an outside observer it seems unusual that no efforts have been made officially to explore the advantages of merging these two municipal libraries into one library district so that more effective library service could be rendered and so that money might be saved by eliminating duplication of services. At one time there was a much freer policy on the part of the Oak Park Public Library toward use of its services by River Forest residents. However, high school students from River Forest no longer are allowed free cards, there is a charge of $12 a year to River Forest residents for a non-resident library card which allows use of Oak Park services, and there is also a 50¢ fee for the loan of single volumes through a courtesy card arrangement.

Other forms of cooperation short of absolute merger have developed. River Forest, along with some thirty other suburban libraries, is a member of the Oak Park Book Processing Center and thus receives the benefits of centralized ordering, cataloging, and processing of books. With the establishment this year of the Suburban Library System, River Forest became one of forty-one public libraries belonging to the cooperative library system being organized with state aid in the west and south suburban area. The effect this system will have on the library's future service is problematical at this time. The River Forest Public Library will remain an autonomous unit but will receive certain services and privileges through the system, including, eventually, free access for its own borrowers to the resources of all member libraries. It will, however, still be responsible for continuing all its own present service program and will be expected to provide new physical facilities as needed.

The Recreation Survey which is in progress, and which the Public Library is participating in, will not provide answers for all the questions about

the future of the library. The Library Board will want to consider its own needs along with the needs of the park district, the Playground and Recreation Board, and the River Forest schools as it develops its plans for future growth. With careful coordination, it will be possible to work out an orderly plan for growth which will be advantageous to all of the agencies. If it becomes necessary to take the issue to the voters for approval of a bond issue for expansion, the Public Library should be able to state its case positively and to point to a record of increasing use over the past few years, and of the expectation of even greater use in the coming years.

Some Possible Solutions

If the board decides that the present facilities are inadequate, there are several possible alternatives open to it.

1. Minor remodeling and renovation - It would be possible by this means to gain only limited additional space and while such remodeling would help the present crowded conditions, the relief would be temporary since the library will undoubtedly continue to grow both in use and in size.
2. Adding to the present building - Since the building is in good shape and is well located, the possibility of gaining space through adding on to the building naturally arises. Additions would be possible either to the front or rear. However, the difficulties of integrating new construction with the old two-floor layout make this solution less than ideal. Such a solution would also involve expensive remodeling of the present structure to tie it in to the new sections. An addition to the front would be both impractical and unesthetic. Extending the wings to the rear would be relatively simple and would provide enough expansion area on both floors to make the effort worthwhile even though it would still perpetuate the outmoded and inefficient two-floor operation. However, if a rear addition could be built and if a parking strip could be leased from the park district to the north, a fairly satisfactory library expansion could be secured.

3. New library on a new site - The best arrangement both esthetically and functionally would be to release the present building and its site for other uses, perhaps as a community center, and to build a new public library elsewhere. If this were to be done, there are two sites which seem most appropriate.
   a. The ideal site from the standpoint of location would be the corner of Lathrop and Chicago Avenue, providing the park district would lease the land for this purpose and providing the usage would be compatible with other overall plans for use of the area by educational, recreational, and park interests. The site is large enough to provide for a modern and efficient building, with all public services on one floor and with a limited amount of off-street parking.
   b. An alternate site, and just as desirable, again providing that arrangements to lease or purchase the land could be made, would be along Lake Street in one of the blocks between William and Lathrop, where the park district owns buffer strips between the street and residential development. The narrow buffer strip itself obviously would not provide a large enough site, however, and it would be necessary to purchase either two or four adjacent houses to the north of the strip in one of the blocks to provide enough room. While this Lake Street site is not centrally located it is easily reached from all parts of town and would make a prominent and quite satisfactory location for a public library. Part of the site would need to be allocated for library parking.

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Survey Results

The findings in the preceding report of Dr. Guy Garrison of the Library Research Center at the University of Illinois are supported by data from the leisure behavior study.

Some comments from the questionnaires regarding the library are:

"I belong to the Oak Park Library because they have a much greater variety of books."

"I also think that we should have a more complete library with reference books and reading books."

"Fix up the library - books we need are never there."

"I wish you would better the library. I can never find the books or magazines I want there. It's terrible. I always have to go to Oak Park library for materials."

"The River Forest library is not adequate for general reading."

"With the small (number) of people at (the) River Forest library now one can hardly find a place to sit and read. I think a new library should be the first thing the village should give some real thought to!"

On page three of each questionnaire the following statement is made: "The library is adequate". The subjects were asked to respond on a four point scale from "not true" to "very true". The mean value for this question was 2.5 for the student sample and 2.7 for the adult sample.

The mean for a question answered on such a scale has no absolute meaning but only one of general feeling and these indicate a middle of the road attitude. The library is not viewed as totally inadequate, represented by "not true" nor is it conceived as being completely adequate represented by "very true".

The percentage checking each category might give a better picture of attitude towards the library.

	Not True	Seldom True	Mostly True	True
Students	25.0	22.1	33.8	19.1
Adults	17.7	17.7	45.4	19.2

None of the adults specifically listed a library in the question on facilities, but twenty-seven out of the 500 student respondents did so.

On page one of each questionnaire information was requested concerning ownership of a library card and for which library. Results show that 91.2% of the students and 70% of the adults own library cards

These library cards are distributed as follows:

Library	Adults	Students
River Forest	53.8	76.7
Oak Park	3.8	1.8
Chicago	0.0	0.0
2 or more	7.7	5.9
others	3.8	5.3
unreported	0.9	1.5

Alternate Recommendations

The best possible solution for the library is to release its present location and construct a new building of sufficient size to discharge its function and with adequate parking at another site. Locations which were recommended were the corner of Chicago and Lathrop on park district property or between Lathrop and William on Lake Street and again on park property, but needing additional land. A third location, which seems to be best, would be on the corner of Lake and Jackson if the property could be purchased from the Continental Baking Company. It is recommended that this third location be given every consideration.

Community-Use Facilities

Neighborhood parks and playgrounds are only one part of total park planning. The neighborhood park offers proximity and relatively hazard free access as its major advantages; however, certain areas and facilities are highly specialized and often too large or too costly to be provided in every neighborhood. In most cases these facilities such as multiple tennis courts, golf courses, lighted baseball fields, swimming pools and community centers serve the entire community, and therefore, should be centrally located if possible. They may be developed on special tracts of land or integrated into other park and recreation areas.

Tennis Courts

River Forest is a community with considerable interest in tennis as the leisure behavior survey shows. A few selected comments are:

"More tennis courts to be located (on) public school grounds..."

"...the tennis courts are frequently overcrowded."

"Tennis courts are needed in northern portion of the village."

On question number twenty in the student survey and number twenty-three in the adult survey which specifically asks "What recreation facilities and programs do you feel are needed in River Forest?", 10% requested additional tennis courts. Fifteen adults out of approximately 150 responses and forty-five students out of approximately 500 responses indicated a desire for additional facilities.

The percentage of students indicating that they played tennis one or more times during the year was 68.4% with 15.1% participating over thirty-five times. Percentages for adults was 20.6% total participation and 6.8% playing over thirty-five times. As an activity tennis ranks eighth with the students and twenty-fifth with adults.

This interest in tennis is also reflected in that nineteen courts are provided by both the River Forest Tennis Club and the Oak Park Tennis Club. There are, however, only six public courts. Applying the ratio of one court for each 2,000 of the population reveals a need for at least seven public courts. However, it is also recommended that tennis courts be built in batteries of at least two, which would require eight courts. Realizing that the standard is somewhat outdated and particularly deficient in an area of high tennis interest, this recommendation of two additional tennis courts should be considered a minimum.

Additional courts should be located north of Chicago Avenue as the southernmost neighborhoods already have ready access to the present courts. It is strongly recommended that every effort be made to locate these courts on land other than North Park as space there is already at a premium. As suggested in the neighborhood analysis, possibly a lease agreement could be made with Dominican College on a site for these courts.

Golf Courses

While golf ranks fairly high as a leisure time recreational interest in River Forest there is absolutely no possibility of providing a public course. Opportunities for golf participation are present nearby as shown in the following table.

Courses within a 3½ mile radius (Chicago and Ashland)

Course	No. Holes	Public	
Ridgemoor Country Club	18	No	Approx. 30 River Forest members
Oak Park Country Club	18	No	Approx. 140 River Forest members
Riverside Golf Club	18	No	(No esitmate available)
Indian Boundary Golf Course	18	Yes	
Columbus Park Golf Course	9	Yes	

Courses outside the $3\frac{1}{2}$ mile radius but within driving distance (4-10 miles)

Hillside Golf Course
Fresh Meadows Golf Course
River Forest Golf Club
White Pines Golf Course
Mohawk Country Club
Elmhurst Country Club
Brookwood Country Club
Addition Golf Course
Glen Oak Country Club
Butterfield Country Club
Midwest Country Club
Hinsdale Golf Course
Ruth Lake Country Club
LaGrange Country Club
Timber Trails Golf Course
Par Three Golf Course
Acacia Country Club
Edgebrook Golf Course
Billy Caldwell Golf Course

Baseball and Softball Fields

Baseball and softball diamonds should be available in a ratio of one baseball and one softball diamond for each 3,000 population. According to this standard, River Forest should have five of each. At present, four undersize baseball diamonds are provided by the park district. These are supplemented by the schools which report one full size and four undersize baseball diamonds and nine full size softball diamonds. There are then nineteen assorted diamonds to meet a standard of ten. Even though the standard dates from before the advent and popularity of Little League baseball and is quite unrealistic, the total number of diamonds appears to be sufficient.

Some of the dissatisfaction expressed with the ball diamonds must, therefore, stem from their condition, availability of use, and the scheduling of use of the existing facilities.

Apparently, as in most communities, provision of facilities has proceeded on a haphazard course without resource to basic planning or design principles. From observation, most of these diamonds consist of a backstop with little development or maintenance of the fields with the exception of the diamonds at Keystone Park. Planned development would provide a full size boys baseball and full size softball diamond at each park-school playground with supplementary fields at other schools and in a community park-playground combination. Diamonds should be regulation size with full

development of the field and so arranged that the outfields could be used for football, soccer, or open games areas during the off-season for baseball or softball. Some strategically located lighted diamonds would increase the availability for scheduling considerably.

Recommendations, therefore, are for fully developed regulation diamonds suitable for either boy's baseball or softball as follows:

Willard-North Park	2 diamonds
Roosevelt-Community Commons	2 diamonds
Washington School-South Park	2 diamonds
Keystone Park	1 lighted diamond
	7
Additional diamonds at other public and parochial schools would also be available	9 diamonds reported
Total	16

Fully developed implies turf outfields, skinned infields, and sufficient size backstops. Outfields should be at least 200 feet with 250 feet provided whenever possible.

Community Recreation Center

Expressed need for a community center and most particularly a teenage social center was quite evident in the survey. On the student returns this type facility rivaled the request for a swimming pool with 232 out of 500 specifically naming it. Better than 10% of the adults also made the suggestion with a total of sixteen out of 150. Selected comments are:

> "...There is no place he (the teenager) can go to swim or dance or participate in indoor activities. He is very much left out. We need someone to take an interest in our teenagers."

> "I believe our teenagers need a place other than school, church, and the home where they can meet in a general mixed group, under adult supervision, to dance or just have supervised fun."

"A community center would occupy free time for teenagers, those who are least considered!!! It would also provide a place for groups of other ages."

Activities ranked in the top ten on the student survey which are characteristic of some of those offered in a community center were:

	Rank	% Participation
Table tennis or billards	2	86.7
Basketball	9	73.8
Volleyball	13	67.5

The community recreation center should be the type of facility in which all citizens regardless of age or sex may have an opportunity for varied experiences which contribute to the joy of living. It, therefore, must have extensive facilities for the advancement of social, intellectual, physical, and moral growth.

There is a remarkable parallel in the types of activity area requirements in a community recreation center and those provided by the school system in a well planned secondary unit such as a junior or senior high school. These requirements may be briefly categorized and specified as follows:

Facility	School Provides	Center Provides
1. Physical Recreation Center		
a. Gymnasiums	x	
b. Men's and Women's health and exercise rooms with solariums		x
c. Handball courts		x
d. Lockers, showers, storage areas to serve the above	x	x

Facility	School Provides	Center Provides
2. Communications-Performing Arts Center		
a. Auditorium with stage, dressing rooms, staging equipment	x	
b. Dramatics rehearsal room with small stage		x
c. Music rooms	x	
d. Library	x	
3. Hobbies, Arts and Crafts, Workshop Center		
a. Industrial arts rooms	x	
b. Home economics rooms	x	
c. Arts and crafts rooms	x	x
d. Photography room		x
e. Science hobby rooms	x	
4. Social Center		
a. Reception area and information center		x
b. Lounge		x
c. Meeting rooms with small kitchen to serve them		x
d. Multi-purpose hall with stage, dancefloor, large kitchen		x
e. Outdoor patio		x
f. Quiet games room		x
g. Active games room		x
5. Park and Recreation Administration Center		
a. General staff and administrative offices		x
b. Board room		x
c. Vault		x
d. Mimeograph room		x
e. Storage		x

Realization of mutual benefits, particularly in the economic use of tax dollars, has resulted in increased popular application of what is termed the "Park-School Concept". Essentially this concept involves the joint planning, development, and use by school boards, park boards, and recreation boards of the complex of school buildings, parks, and other recreation areas on combined sites as single functional units for education, recreation, and other community purposes.

In development of the above enumerated facility requirements it is recommended that the schools and the combined park and recreation district plan jointly for mutual use of all facilities. The community center building should be separate from the school building and placed on park property, but interconnected passageways would provide access for either authority to use the other's facilities. Duplication of facilities is not only unnecessary, but uneconomical as well. With the library's abandonment of its present building, there is the possibility of it's purchase and remodeling, as well as an addition to it, for use as a community center.

Should this prove impossible because of difficulty in integrating the present building into future plans for both the school and park area an alternate plan would be to purchase property for the construction of the center at another location. The property east of the SOO railway on the corner of Lake Street and Park Avenue is a suggestion. It would be reasonably centrally located, away from high residential development and adjacent to Keystone Park which should provide parking areas if Keystone is developed as recommended later in this chapter.

Swimming Pool

No single activity or facility has approached the interest shown in swimming and the desire of River Forest residents for their own pool.

An analysis was made of pools available within a reasonable distance (three miles) as follows:

Pool	Avail. to public	Swim Lessons	Fee Child	Fee Youth	Fee Adult	Indoor Outdoor
River Forest Tennis Club	No	Yes	Guest Fee 1.00			outdoor
Concordia College	Yes	Yes	.50	.75	1.00	indoor
Rosary College	No	?				indoor
19th Century Club	No	Sometimes				outdoor
Oak Park-River Forest H.S.	No	Yes				indoor
Oak Park YMCA	No	Yes				indoor
Austin YMCA	No	Yes				indoor
Ridgeland Commons	Yes	Yes	1.00	1.00	2.00	outdoor
Rehm Park Pool	Yes	Yes	1.00	1.00	2.00	outdoor
Forest Park Pool	Yes	Yes	.50		1.25	outdoor
Oak Park Country Club	No	?				outdoor

The most accepted standard uses the index of enough pool space to serve from 3% to 5% of the population at any one time. This would require in River Forest, enough surface area to provide twenty-seven square feet to 532 people (using the average of 4%) or 14,264 square feet. Assuming that all three pools in River Forest, i.e. the Tennis Club, Concordia College, and Rosary College were available to the public, there would be available 9,450 square feet or only two-thirds of the desired standard. Such is not the case, however, as only Concordia Pool is available to the public and even then on a restricted basis of only seventeen hours per week.

There are, of course, public pools in neighboring Oak Park and Forest Park, but they must first serve their own villages and are somewhat crowded, generally too far away for ready access and in the case of Oak Park, too expensive for frequent swimming.

The YMCA's, Oak Park Country Club, the 19th Century Club, and the River Forest Tennis Club provide swimming opportunities to members only and, of course, do provide for many River Forest residents. Their distance, except for the Tennis Club, makes them relatively inaccessible.

River Forest definitely needs a public pool of its own which may be substantiated by the expressed need for one in the survey. Some comments were:-

> "I think that River Forest has a fair recreation program but a swimming pool is desperately needed because many kids can't go swimming anywhere."
>
> "...to be able to go swimming without having to walk miles to get there."
>
> "Why couldn't we have a nice big pool and a place for recreation. Even Forest Park has a big public pool!"
>
> "I would also emphasize the need of a swimming pool in River Forest - we need to attract young families if the village is to stay alive and we must be able to offer all advantages possible to attract them here. My family is raised - and - fortunately we had a pool we were able to offer them - but - one private club pool in an area the size of River Forest is not going to do the job."

Forty-four out of ninety-eight adults expressed a need for a swimming pool in their comments while 110 out of 311 students expressed such a need. These comments and ratios come from the last page of the questionnaire. When you examine the more direct questions concerning facilities, eighty-four adults out of 150 and 256 students out of 500 give a swimming pool first consideration.

Participation in swimming is very high with the students reporting 88.5% swimming outdoors and 75.2% swimming indoors during the last year. Outdoor swimming ranks first on the student list of activities and indoor swimming fifth. Comparable figures for the adults are 69.2% swimming outdoors with rank of sixth and 28.4% swimming indoors with rank of twenty-fourth.

An extremely useful and economical swimming facility would be an indoor-outdoor pool, preferably in connection with the Junior High School which could utilize the pool in its instructional program through the year. However, space limitations at the site of the Junior High School, and the need of that area for a well-developed neighborhood park-school-playground, make it more practical to locate the pool in the community park area - Keystone. Recommendations for a specific site and attendant requirements are given in the section on development of a community park-playfield in this chapter.

Ice Rinks

Some dissatisfaction was expressed with the present provision of temporary ice skating areas by the park district. A few selected comments are:

> "I understand that it would be hard to change the swimming, but I think that the ice skating could be much improved. The ice is almost never frozen, and when it is it isn't very well kept up."

> "I wish the town could maybe make a better ice skating rink."

> "There are not many places where you can go ice skating..."

> "...At the Keystone most kids play hockey and are too rough for the younger children."

"For winter ice skating - Willard Park is not properly set up."

"Definitely need better ice skating facilities!"

The need for more and better ice skating is also expressed in the numbers of respondents requesting these on the questions concerning facilities - seventeen out of 150 adults and twenty-five out of 500 students.

Because of the short ice skating season and the dependence upon the whims of the weather, ice skating does not rank as high as a number of other activities. Despite this handicap it does achieve a ranking of twelfth place in the student sample and twenty-fifth in the adult sample.

To provide for more dependable ice skating, an artificial outdoor rink should be considered. The most economical way to provide such a facility is to combine it with a hard surface games area of some sort and adjacent to an outdoor pool. The pool, unused during the winter, provides a cooling basin for the regrigeration equipment of the rink. The hard surface games court is useful during the off season from ice skating. With some engineering the rink could be combined with the present battery of four tennis courts in Keystone Park. This would be centrally located and provide parking for patrons. More specific recommendations are given in the next section.

In addition to the artificial rink, natural rinks should be made available at Willard-North Park and possibly at Roosevelt-Community Commons.

Development of a Community Park-Playground

Keystone Park offers the only area of sufficient size to develop a community park-playfield in which some of the major recreation facilities could be located. Present use of this area is restricted to tennis and baseball. However, with the development of good baseball facilities at the neighborhood parks, some of the area at Keystone now devoted to that activity could be relinquished for some of the desired facilities.

By combining the present tennis courts with an artificial ice rink multiple use is made of the same site. Also the community outdoor pool should be located adjacent to the courts and serve year round as a pool in the summer and a cooling basin for the ice rink in the winter. Judicious design would leave the best ball diamond at its present location. This diamond should be lighted for night play.

Entrance to the pool should be from the Central Avenue side of the park with the Lake Street side attractively landscaped. Off-street parking should be provided for the length of the park on Central Avenue as is presently done by the Police Department and the village hall. Consideration should be given in the future to the possibility of closing off Keystone between Lake Street and Central Avenue and using it as parking area.

The west section of Keystone Park should be kept as open natural park area with possibly minimum development such as a fountain, flower beds, and other ornamental landscaping.

CHAPTER V

PROGRAM EVALUATION

Introduction

It is obvious, for fiscal reasons alone, that no public agency could, or should, attempt to provide directly all of the recreation opportunities wanted or needed in a community. Rather the function of a public recreation authority is a selective one which should stimulate, contribute to, and complement the total community recreation program. Such a total community recreation program is a composite of the efforts of public agencies (including the schools), private and voluntary organizations, churches, informal and special interest groups, industries, service clubs, commercial recreation enterprises, families and individuals.

The playground and recreation board, as the public agency created for this purpose, should provide the basic floor of recreation services by developing a series of steps which leads the participant through the experience of learning a skill, to active participation, and ultimately to a high degree of self-help, and if possible, leadership of other people of like interest. This process helps the individual to realize his own potentials of activity skill, group leadership, and personal fulfillment. It enables service to the greatest number, while developing greater diversification of recreation opportunities over a period of time. Thus the public recreation authority must be both a provider of activities and a creator of leisure opportunities in full cooperation with all community organizations. It is not too much to expect the playground and recreation board to take the lead in this endeavor as it has accepted that responsibility to the citizens of River Forest through the levy of the playground and recreation tax.

Existing Recreation Program Services

As in most communities there are numerous community organizations and institutions, many of which are actively providing recreation program services, some of which lend support and occasional assistance to the playground and recreation board, and a few of which may presently be viewed only as potential partners with the recreation department in the enrichment of leisure. A considerable number of these community organizations serve both River Forest and Oak Park and some serve several communities.

Exceptional cooperation exists between the River Forest public schools and the playground and recreation board. While the school does provide some extra-curricular programs directly, their greatest potential is in the availability of their facilities and their leadership. These they have readily provided to the citizens of River Forest.

Among those providing recreational services, other than the playground and recreation board, are several organizations whose primary goal is providing leisure opportunities in one form or another. The Community Children's Theatre is one of these. The children's Theatre provides approximately six productions per year. The Theatre is located in Oak Park and sponsored by the Oak Park Recreation Department and the Oak Park and River Forest elementary schools. Another is the Oak Park Community Lectures organizations which provides a forum for speakers in the community. Youth organizations which provide character building activities during leisure time are the Lone Tree Area Girl Scout Council, the Thatcher Woods Area Council, Boy Scouts of America, and the Camp Fire Girls of Oak Park. There are no "Y" organizations in River Forest though both the Oak Park YMCA and the Austin YMCA are within driving distance. One of the most extensive programs is offered by the River Forest Little League with approximately 320 boys from eight to twelve years of age participating in baseball. The River Forest Tennis Club, though restricted to members, provides extensive opportunities in tennis and swimming. Other organizations considered to be primarily

leisure centered are the Oak Park-River Forest Civic Theatre Inc., the Cultural Arts Council, MacDowell Artists Association, the Book Lovers Club, the Senior Citizens Center of Oak Park and River Forest, the Garden Club of Oak Park-River Forest, and the River Forest Drama Club.

There are also organizations with a secondary goal of providing leisure opportunities which they satisfy through sponsorship. The Oak Park-River Forest Jaycees sponsor numerous leisure programs including teen dances, a hockey team, Easter egg hunt, and driving road-e-o. All of these are conducted in Oak Park although open to River Forest residents. The Optimist Club sponsors boys baseball and a Junior Rifle Club, as well as sponsoring camp for needy boys. The veterans organizations such as the VFW Post 105 and American Legion Post 15 sponsor boys baseball. The regional office of the Red Cross cooperates in water safety programs in the community and is involved in other programs occasionally such as the International Art Show of work by high school students. Other organizations of this type are the Kiwanis Club, Lions Club, and Rotary Club.

Many organizations provide leisure programs for their own members. One of these is the Oak Community School and Workshop sponsored by the Oak Park-River Forest Association for Retarded Children. Others are the American Association of University Women, the 19th Century Woman's Club Associates, and "The Augusta" Club. Some of their activities are study meetings, group attendance at theatrical functions, luncheons, dinners, and outings. Several other organizations could be placed in this category such as Kappa Alpha Theta Alumnae Club, Business and Professional Women's Club, Oak Park-River Forest Chi Omega Alumnae, the Newcomer's Club, Alpha Xi Delta Sorority, Sertoma Club, Parents Without Partners, River Forest Woman's Club, Oak Park-River Forest Alumnae Association of Kappa Kappa Gamma, Fair Oaks Lodge 1006, A.F.& A.M., Exchange Club, Belle-Lettres Society, and the 19th Century Club.

The churches in every community directly provide leisure opportunities to their members through youth and adult organizations of the church as well as sponsorship of specific community programs. St. Vincent Ferrer Church conducts football, basketball, teen dances, teen club drama, and a summer day camp for their youth as well as sponsoring Boy Scout and Girl Scout troops. Grace Lutheran Church conducts a grade school sports program and youth group activities. The West Suburban Temple Har Zion conducts year round youth programs for about 500 participants. The community also has the Christ Episcopal Church, River Forest Methodist Church, River Forest Presbyterian Church, and St. Luke Catholic Church.

Leisure opportunities provided by commercial interests are completely absent in River Forest though there are a few close by such as the movie theater on North Avenue and a minature golf course, a rifle range, an archery range, a go-cart race track, and kiddie land facility on the corner of North Avenue and First Avenue.

The location of River Forest adjacent to both Forest Park and Oak Park makes the public programs of these two villages also available to River Forest residents. Excellent recreation facilities and programs are provided by both the Oak Park Recreation Department and the Oak Park Park District.

In addition to all of the listed opportunities, the River Forest Playground and Recreation Board provides a year-round program utilizing the facilities of the River Forest Park District and the River Forest public schools. This program has been somewhat limited, but has been improving rapidly under the present leadership.

Classification of Recreation Program Services by Categories

While there is no completely satisfactory method of classification, it is convenient for purposes of analysis to divide program opportunities into five major categories, namely:

1. Physical - includes sports and athletic activities, both indoor and outdoor, ranging from individual and dual sports such as swimming and tennis to team sports like baseball and basketball.
2. Cultural - includes interests and opportunities in such sub-classifications as music, art, drama, and dance as a performing art.
3. Social - includes all of those activities in which the social aspect, or the assembling for and enjoyment of fellowship, is the primary motivation and objective. Examples are picnics, banquets, parties, games nights, and dance, where the activity is secondary to the interaction of the people.
4. Natural - includes outdoor recreational activities such as camping, boating, hunting, fishing, and all types of activity in which the love of nature itself plays an important role.
5. Mental - includes activities which are primarily intellectual or require the exercise of the mind and reasoning power. In practice all activities require some mental effort, but those which by nature are primarily mental and which do not fit the other categories are the ones which may be classified in this category. Examples are reading, linguistic study, games such as chess and many hobby pursuits such as coin collecting, stamp collecting, study of family history, and archaeology just to name a few.

None of the categories are mutually exclusive; that is to say any one activity could conceivably be classified in more than one category. As a general rule, however, activities may be fairly clearly delineated. An example would be chess which requires mental effort, some physical effort though extremely minor; it is cultural in the broad sense of that term, it could be classified as a sport or game as it involves

competition, and frequently it is social, but most would agree that it is fundamentally a mental or intellectual activity. Though there will always be a basis for controversy, of an academic type, concerning the classification of activities, the categories presented above are quite useful for the purposes intended.

Analysis of Recreation Opportunities in the Physical Category

A fairly extensive program of sports and athletics is carried on in and near River Forest by local organizations and the playground and recreation board. Boys baseball is quite adequately provided for through the T-Ball leagues, Little League, Pony Grads, and American Legion Baseball. Little League is an incorporated organization, the others are sponsored by various civic and service clubs. All use the facilities provided by the park district with most action at Keystone Park. The playground and recreation board also conducts a baseball school at Keystone Park.

Tennis instruction is available at the River Forest Tennis Club and public classes are offered at the Keystone courts for ages nine through seventeen by the playground and recreation board. Both the Tennis Club and the recreation board conduct competition in tennis through tournaments.

The recreation board conducts a track club using the forest preserve property in Thatcher Woods, wrestling, weight training, and gymnastics at Roosevelt School. Other sports and games are available for boys and girls in the summer playground programs at Washington School and in the after school program during the year. Activities include softball, soccer, speedaway, basketball, volleyball, field hockey, badminton, tumbling, wrestling, weight lifting, gymnastics, and trampoline. These programs are conducted with leadership from the teaching staff of the schools in which the activities are offered. In addition, both intra-mural and inter-school competition was conducted in football, volleyball, basketball, softball, and track and field events on both the elementary

school level and the junior high level. A very noteworthy program is the open gymnasium program during the Christmas and spring vacations. A total of 3,000 participants took advantage of this opportunity last year.

Evening sports programs for adults consists of badminton and volleyball for women once a week, volleyball and basketball for men on two nights during the week. Softball is a co-sponsored activity with the Oak Park Recreation Department.

Swimming instruction is available in private classes at the River Forest Tennis Club and public classes at Concordia Pool. Recreational swimming is available also at the Concordia pool, but for only seventeen hours per week.

Winter sports opportunities are limited to ice skating. The park district provides flooded areas at both Keystone Park and North Park, but no leadership or instruction.

Suggestions:

1. Provide stimulation of all sports through the formation of special interest clubs which would be self-directing. Examples are bicycling club, fishing club, or skiing club. The recreation authority could help arrange trips for such groups to participate in their special interests.
2. Provide more programs designed for physical fitness such as women's exercise classes, men's running society, and fitness testing activities for youth.
3. With the addition of recommended facilities, expand into aquatic activities and skating instruction.
4. Provide some night lighted facilities in Keystone Park.
5. Neighborhood programs might consider a few activities that would appeal to the senior citizen such as shuffleboard, horseshoes, and the like.
6. Indoor games such as table tennis and billiards seem to be lacking though there appears to be considerable interest in these as revealed by the leisure behavior survey.

Analysis of Recreation Opportunities in the Cultural Category

Programs of a cultural nature as music, art, drama, and dance are notably lacking in River Forest. Those whose interests lie in these areas must, for the most part, travel to neighboring villages or into Chicago.

Music expression is confined to school programs and church programs as there is no community chorus, or band, or orchestra. There appear to be no musical organizations nor recreation department sponsored groups or programs.

Art is provided on a limited basis mostly on the level of crafts. The recreation board includes crafts in their playschool programs at Washington and Roosevelt schools for kindergarten ages. Woodworking is offered for boys and girls over eight years of age and for adults. Local organizations occasionally sponsor art shows such as the international art show held at the River Forest Library and sponsored by the American Red Cross.

Dance as a performing art is also limited with only ballet classes offered twice weekly by the recreation board. Classes in baton twirling might be classified here and these are offered for both boys and girls two to three times a week by the recreation board.

Drama is more amply provided. There are the Community Children's Theatre, the River Forest Drama Club, and the Civic Theatre Inc. operating in this area. The recreation board initiated very successful drama classes in February 1966 which will be continued in the fall.

Suggestions:

1. Offer summer band program for students in cooperation with the schools.
2. Investigate the feasibility of a community chorus.
3. Provide band concerts regularly in one of the parks.
4. Offer art instruction in the evenings in cooperation with the schools

5. Study the possibility of instrumental music instruction such as guitar classes, recorder classes, and the like.
6. Organize programs of music, dance, or drama utilizing talent in the community.
7. Sponsor a one-act play festival.

Analysis of Recreation Opportunities in the Social Category

Social activities are difficult for a public department to offer as they depend so much upon either primary relationships, such as those found in the family, or upon small homogenous natural groupings. Social activities are best offered by the semi-public agencies and organizations. There are few of these in River Forest other than scouting groups and church oriented groups. Some mass social activities are provided in Oak Park at the high school and the skating rink. The Jaycees sponsor regular teen dances. Also the Senior Citizens Center of Oak Park-River Forest conducts social programs for its members.

Suggestions:

1. Take advantage of every opportunity to promote family participation in activities. These center mainly around holiday celebrations and periodic family game night programs at neighborhood centers.
2. In view of the fact that teen-dances are available in Oak Park it might be worthwhile to offer dance usually considered to have more true social value such as American folk, square, and international folk dance. These also are generally more acceptable to religious groups, in fact, the Methodist Church took an early lead in the promotion of folk dance through the publishing of dance manuals and recorded music long before they were available from other sources.

Analysis of Recreation Opportunities in the Natural Category

Camping is one of today's fastest growing outdoor recreation activities. Opportunities for camping in River Forest are available only through the scouting programs or church youth groups.

Aquatic sports such as boating, canoeing, sailing, and the like are not available due to lack of facilities.

Nature activities are again primarily provided on a limited basis through scouting. There is, of course, the Trailside Museum in the forest preserve.

Gardening interests are not met, except individually and through the one gardening club.

Suggestions:

1. Stimulate sportsmen's clubs and offer some instruction in casting and fly-tieing or programs of a similar nature.
2. Nature oriented programs should be available. These could begin with simple nature study on the neighborhood level and progress to a full interpretive nature program leading eventually to a nature museum type of operation. Nature trails, hiking clubs, Audubon clubs, astronomy, agronomy, geology, anthropology, and numerous other suggestions come readily to mind. The community likely has untapped leadership resources in these and many other interests and there is sufficient land available for such programs in the Cook County Forest Preserve property.
3. Gardening and related activities could be more readily available. Why not an annual flower show and instruction in flower arrangement to name a couple of possibilities?

Analysis of Recreation Opportunities in the Mental Category

The mental area is frequently overlooked when assessing leisure interests, but includes probably one of the most universally practiced activities--that of reading for pleasure or for improvement. Also classified in this area would be much of adult education not taken primarily for vocational use or classified in one of the other areas. Even many games such as chess and numerous other table games would qualify if their use is more than just social.

Suggestions:

1. The library has the primary responsibility for literature programs, but cooperative ventures such as book reviews, lectures, and reading programs would be fine projects for joint programming between the library and the recreation agency.
2. Adult education is primarily the school's responsibility, but again active cooperation and in some cases co-sponsorship holds possibilities in such programs as language study, history, archaeology, and of course numerous offerings which would be classified in the other categories.
3. Most games of a mental nature are best promoted on a club basis but tournaments, particularly in chess, are good stimulators.

Summary

The foregoing suggestions have been made to assist those responsible for program services with the full realization that there is basically a good program at the present time. All program services can be improved and with better provision for those activity areas not now served River Forest can offer broad, diversified, and satisfying leisure opportunities to all its citizens. To help accomplish many of the suggestions the following general recommendations are offered:

1. The programming authority can operate best when it is combined with an authority which provides the areas and facilities. Maximum co-operation is more easily achieved.

2. The professional director in charge of the programming function should be a full-time, year-round employee.
3. There should be initiated an advisory committee on program coordination with representatives from all of those agencies now programming recreation. This group could help improve communication and coordination, limit duplication, and discover and alleviate gaps in service. Providing for the public is a goal of each of these organizations, and a better job can be done through cooperative team effort.
4. There should be written working policies with key related agencies and organizations spelling out privileges and responsibilities of both parties in pursuing mutually agreed upon goals.
5. There should be increased coordination of River Forest's recreation program with those of neighboring villages. This can be achieved without actual corporate merger.
6. There should be a better working arrangement for the use of volunteer leadership in the community as the complete job can never be done with only paid staff.

CHAPTER VI

ADMINISTRATION

Governing Authority

Present authority over facilities and programs in parks and recreation is divided among three governmental agencies. These are the River Forest Park District, the Elementary School District #90, and the Village of River Forest through its Playground and Recreation Board.

The River Forest Park District was incorporated on August 8, 1913, with corporate boundaries which are coterminous with those of the Village of River Forest. Its first park was acquired by purchase in 1914 and its last significant purchase of land occurred in 1937. Total acreage at present is 18.75 acres. Facilities include six tennis courts, four undersize baseball fields and two ice skating areas. It is governed by five commissioners elected by the residents of the district. Personnel consists of a full-time superintendent and two full-time laborers supplemented by part-time laborers during the fall, winter, and spring and seasonal full-time employees during the summer. By law it is authorized to levy a tax of .10 per $100 assessed valuation, but is presently levying only .076. Present responsibilities are for development and maintenance of facilities, but not for programming and conducting recreation services.

The Elementary School District #90 had its beginnings in 1850 with the construction of the first school building in the River Forest area. The earliest school building which is still standing is now used for administrative offices. It was erected in 1859 at the corner of Lake Street and Park Avenue. The last public school building constructed is Frances Willard School which dates back to 1928 although there have

been numerous additions to all of the schools to keep pace with an increasing school enrollment. Facilities owned by the school which are suitable for recreation use are the gymnasiums, auditoriums, music rooms, shops, and the outdoor playgrounds, though the latter are limited. The school district's boundaries are also coterminous with the Village of River Forest. The district is governed by a board of seven members elected by the residents of River Forest. The present tax levy is 1.516 per $100 assessed valuation.

The Playground and Recreation Board was created in 1924 by the residents of the village. It owns no facilities, but operates on school district and park district properties. It has the basic responsibility of programming recreation services in the village and employs a part-time director supplemented by approximately forty-five part-time and seasonal employees. The village levies and collects a recreation tax of .0306 per $100 assessed valuation to finance the boards activities although by law they are authorized to levy up to .033. The playground and recreation board consisting of five citizens is advisory to the village trustees.

It is a credit to River Forest that these authorities with somewhat parallel objectives, but different basic responsibilities, cooperate effectively. However, there are problems which could be corrected with some reorganization.

There is some hesitancy on the part of agencies who do not provide recreation program services to plan and develop the necessary facilities. Neither the park district nor the school district have recreation programming responsibilities. It is likewise difficult for the programming agency, working with only a part-time director, to create long-range development plans when such development must be authorized and financed by other agencies. Day to day cooperation is possible, but overall coordination is extremely

complicated. Even though cooperation is practiced by the present membership of the three boards, membership does change and in the absence of written policies of agreement such cooperation might not be maintained in the future.

A third problem is that of identification or corporate image. There is considerable confusion as to which agency is responsible for which facilities and which programs. Many comments were received concerning the school's recreation program and the recreation department's facilities. The function of the Forest Preserve is also confused in the mind of the average citizen with that of the park district. Communication on important issues such as bond programs, yearly budget, and program operation is dependent upon some understanding of these governmental bodies. Responsibility for all parks and recreation functions in one agency will alleviate this situation to some degree.

Parks and recreation are not separate responsibilities, but basic functions of an integrated agency which provides both facilities and program services. The trend toward combining these functions is nationwide. Illinois enabling legislation has made it exceptionally easy to accomplish through Section 5, Article 2a of the Park District Code or Article 11, Division 95, Section 11, 12, of the Municipal Code (see Appendix C). Several Illinois communities such as Peoria, Aurora, and Lincoln have recently combined these agencies and others are in the process of doing so.

It is strongly recommended that merger of the River Forest Park District and the Playground and Recreation Board be effected. It is further recommended that the new Park and Recreation Authority and the Elementary School District develop and adopt written policies of agreement on joint development and use of facilities. Basic consideration would be that the Park and Recreation Authority assume responsibility for planning and developing all parks and playground facilities for joint use. The school district,

similarly, would assume responsibility for all indoor facilities with full consultation of the parks and recreation authorities in planning those areas and facilities which are to be used jointly. Appendix A outlines some basic principles for such written policy agreements.

Personnel

Obviously an improved and expanded program such as has been recommended in Chapters III, IV, and V cannot be effective without increased leadership. Indeed the entire success of the total program, or any phase of it, depends upon quality leadership in sufficient number to adequately discharge the responsibilities of the Park and Recreation Authority. Minimum needs are for a full-time director of parks and recreation, a superintendent of either parks or recreation, and a full-time secretary. Other full-time supervisory, leadership, and maintenance personnel would need to be added as development warrents. With the addition of part-time and seasonal leadership, coupled with the wise use of volunteers, an adequate and satisfactory operation could be maintained. Appendix B illustrates some minimum requirements for personnel.

Finances

Capital Expenditures

The financing of such major facilities as tennis courts, a swimming pool, and a community center complex as well as for major development of neighborhood areas and land acquisition can only be accomplished through one or more bond issues. While it is possible to finance a revenue producing facility such as the swimming pool on revenue bonds, such a course is not recommended. Rarely do swimming pools produce enough revenue to cover both operating costs and retirement of principal and interest on the bonds. General obligation bonds backed by tax revenues are the only way except for gifts, donations,

and the establishment of trust funds. It is doubtful if all recommended expenditures could or should be accomplished in one bond issue so a long-range program must be developed and priorities established. The present park district has no bonded indebtedness nor does the village for parks and recreation purposes. The combined park and recreation authority would then be limited to a total aggregate indebtedness of $2\frac{1}{2}$% of its assessed valuation. Present assessed valuation is $69,687,447 giving a bonded indebtedness ceiling of $1,742,116.18.

Operating Expenditures

Operating expenditures must come primarily from tax funds but may be supplemented with fees and charges to some extent. As a general rule, income from fees and charges should not exceed one-fourth of the total budget. In more affluent communities this may be defensibly increased.

Tax revenues are derived from the annual tax levy. As neither agency is taxing its limit at present, and there is enabling legislation available to extend the limits if required, there should be no serious difficulty in securing adequate operational funds. A combined park and recreation authority could levy an annual tax of .133 per $100 assessed valuation and produce in River Forest an annual operating budget of $92,684.30. This represents a per capita cost for parks and recreation of $6.96.

It should be pointed out that if the village would increase the playground and recreation tax prior to a merger, the new combined district would have a higher legal taxing limit.

Summary

Major recommendations in this administrative chapter may be summarized as follows:

1. Legally merge the River Forest Park District and the Village Playground and Recreation Board, thus effectively combining all park and recreation functions in one agency - a Park and Recreation Authority.

2. Develop and adopt a written policy of agreement between the Park and Recreation Authority and the Elementary School District #90 governing joint acquisition, planning, development, and use of areas and facilities.
3. Increase personnel to effectively operate and maintain the expanded operations. Attention must be given to securing well-qualified personnel.
4. Develop a long-range capital improvement program utilizing general obligation bonds to finance it.
5. Increase tax levies to supply adequate operating funds. These should be increased to the legal limit if necessary.

CHAPTER VII

SUMMARY AND CONCLUSIONS

Present park land in River Forest is inadequate primarily because of its distribution and the restrictions on its use. The forest preserve property increases the acreage per population considerably above standard, however, such land is not available for maximum recreation use. There is virtually no open space available in River Forest for acquisition.

Natural park areas are less needed at the present because of the forest preserve property, large lots, and generous set back lines. Development of present park areas, therefore, should be for maximum recreation use following the park-school concept as much as possible.

Recreation program opportunities in River Forest are inadequate, but rapidly improving. Continued improvement along the pattern now established by present officials together with implementation of some of the suggestions and recommendations in this report should go far toward meeting the needs expressed in the leisure behavior survey.

The River Forest Public Library is inadequate for present needs primarily because of restricted building space and inadequate parking facilities. The library should seek a new site and construct an adequate building to meet present and future needs.

The major recommendations in this report are intended to develop both the physical facilities and program opportunities to meet the needs of the present population. Future needs can only be met through a progressive land acquisition program difficult as this may be.

Specific Recommendations

Administration

1. Initiate complete corporate merger of the River Forest Park District and the Playground and Recreation Board

2. Employ a full-time, year-round qualified Director of Parks and Recreation.

3. Develop and adopt written policies of agreement with all key related agencies and organizations.

4. Develop a master plan with a priority schedule for land acquisition, capital expenditures, and program expansion.

5. Increase the tax base for operating funds to the legal limit if necessary to finance desired program.

Land Acquisition

1. Present Needs - Consider negotiations to acquire additional property north of and adjacent to the Washington Elementary School.

   The library should strongly consider the available property on the corner of Lake Street and Jackson Avenue as a site for relocation.

2. Future Needs - Be alert to the possibility of acquiring property in Neighborhood #2 which lies between Division Avenue and Chicago Avenue preferably in the area bounded by Park, Ashland, Iowa, and Thomas.

   Consider acquisition of the property on the corner of Lake Street and Park Avenue as the site for a future community center building.

Areas and Facilities

1. Develop three neighborhood park-school-playgrounds: Willard-North Park; Roosevelt-Community Commons; Washington-South Park.

2. Develop Keystone Park East as a community park-playfield with the following facilities: outdoor pool, artificial ice rink, tennis center, lighted baseball diamond, off-street parking.

3. Develop landscaped ornamental areas as follows: Keystone West; Memorial Parkway; Washington Square; Washington Triangle; Augusta Triangle; Iowa Triangle.

4. Seriously consider closing off Keystone Avenue from Lake Street to Central for use as an off-street parking area.

5. Investigate the possibility of purchase or lease of the old Chicago Northwestern station house as a park maintenance building.

Program

1. Continue to expand program into activity areas not now provided for.

2. Initiate an advisory committee on program coordination with representatives from all agencies now programming recreation.

3. Continue to coordinate program offerings with those of neighboring villages.

4. Initiate more extensive use of volunteer leadership utilizing the talent available in the community.

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APPENDICES

APPENDIX A

PARK-SCHOOL COOPERATION

Schools, parks, and recreation programs result from the American public's desire for educational and recreational facilities and opportunities. Increased urban growth, coupled with increasing population pressures, is leading to intensified demands on public park, recreation, and school agencies for an increasing variety of facilities and services. The need to design and use the facilities of these agencies for the greatest public good is heightened by the heavy demands on tax dollars available for these purposes.

School, park, and recreation authorities throughout the country are exploring ways and means of working cooperatively for mutual advantage and increased service to the communities they serve. Through joint efforts, each agency can contribute to greater public service without giving up any of its legitimate responsibilities.

It is desirable that a working relationship, as expressed in a written joint agreement, be established before either the park and recreation or school agency makes extensive use of the other's resources. Failure to establish such a working relationship may result in misuse or misunderstandings concerning the use of the facilities. Unfortunate occurrences of this nature have, in the past, hindered the provision of programs and services which make the best possible use of public facilities.

A park-school agreement should provide a sound arrangement for cooperative planning and action and should include the following elements:

1. A declaration of intent by both boards to accept cooperative responsibility in the provision of such areas, facilities, and supervision as may be required to meet the recreational needs of the constituency, consistent with the legal authority granted to each through enabling state legislation

2. Agreement by the school district that its areas and facilities may be considered available for recreation uses by citizens within such limitations as may have to be placed upon their use by reason of the suitability of the area or facility involved, and prior claims of established or planned school activities, or by reason of other logical considerations

3. Agreement by the Park and Recreation Board that its areas and facilities may be considered available to the school district under conditions corresponding to those set forth above for the use of school property

4. In view of the recognition of the cooperative responsibility of the respective boards to render the largest possible recreation service to the citizens of the city, each board should express its willingness to grant the other the use of its facilities and areas generally in preference to non-public agencies, consistent with such rules and exceptions as may be considered necessary and desirable

5. Land acquisition policies should be set forth with due consideration for location, size, influence area, site design, and development cost. Site acquisition should precede, wherever possible, the urban development of the area it is to serve

6. Agreement concerning responsibility for area and facility design and development in keeping with the principle that in general the Park and Recreation Board is better equipped to develop recreation areas and facilities, and the school districts are better equipped to construct educational facilities

7. Agreement concerning responsibility for maintenance in keeping with the principle that in general the Park and Recreation Board is better equipped to maintain outdoor areas and facilities, and the school district is better equipped to maintain its own indoor facilities

8. Supervision responsibility agreement in keeping with the principle that in general, when one agency uses the other's facility, it shall accept full responsibility for the provision of qualified supervision over the activity, and responsibility for any damages resulting from the use of the facility other than normal wear and tear

9. Cost sharing agreement, which should generally be determined on the basis of exchange of services and privileges rather than on the basis of cross-billing for services and privileges

ALLOCATION OF PUBLIC SCHOOL FACILITIES FOR RECREATION PURPOSES

The most desirable way to allocate facilities is to establish a policy, and to make this policy known to prospective users of the facility. Policy considerations should include the following:

1. A listing of facilities which may be used for recreational purposes

2. A description of each facility and the purposes for which it is suitable

3. Rules and regulations governing the use of the facility

4. Cost for the use of the facility

5. Method of deciding priority of allocation. This should be clearly stated in order to avoid misunderstanding and conflict

Groups seeking permits for the use of Board of Education physical education and classroom or auditorium facilities should be recognized on a priority basis such as the one indicated below.

SUGGESTED PRIORITIES FOR ISSUING PERMITS

1. Local Schools
   Each school should have the full use of its own facilities during the regular school day and until 6:00 p.m. except as noted later in this paragraph. Following this hour, the facility should be considered open for permit requests on a city-wide basis, with requests from the local schools being honored first. Each school desiring the evening use of physical education or other facilities should anticipate its needs for one semester in advance. Lists of these anticipated needs should be sent to the central school district office for one semester in advance. Lists of these anticipated needs should be sent to the school district office for the first semester by October 1, and for the second semester by January 1. No requests need to be made for a school's own facilities before 6:00 p.m. except when due to lack of gymnasia and swimming pools, it is necessary for that school to share its facilities with another school. Under such conditions, the facilities should be considered as city-wide.

2. Other Schools
   The requests of other schools for recreational activities should be honored ahead of those of outside groups. The lists of the anticipated needs of all schools submitted to the central office should be used in assigning permit times of the various schools to the facilities available.

3. Public School Recreation Activities
   In addition to the physical education or the athletic use of school plants by the public schools, schools occasionally wish to schedule other recreational activities. It is understood that small group dances and parties and other recreation activities involving small numbers should be scheduled wherever possible in smaller rooms in order that the main gymnasium rooms may be kept available for those recreation programs requiring the larger space. If, however, a large school dance is to be sponsored for a school having a gymnasium or by a public school wishing to use another school's gymnasium, the large gymnasium rooms should be made available on a permit basis.

4. Park and Recreation Board
When the needs of the schools (including P.T.A. groups) have been met, the requests of the Park and Recreation Department facilities for their use in promoting community recreation programs should be recognized first for the remaining time.

5. Other Recreation Groups
After the Park and Recreation Department has set up its program of activities in such a manner that time to be consumed in the facility is definite, the requests of other individuals and organizations should be considered with preference given to those requests involving activities of a recreational nature.

6. Other Non-recreation Groups
The requests of other miscellaneous community groups and organizations conducting activities not related to recreation should be honored if there is remaining time and the activities are appropriate for the facility requested.

RULES AND REGULATIONS

The central school district office should prepare the necessary bulletins and application forms to be issued to the various groups seeking permits to use school facilities. These bulletins should be approved by the Superintendent of Schools and the policies outlined should have approval of the School District Board and the Park and Recreation Board.

APPENDIX B

RECOMMENDED STANDARDS FOR PROFESSIONAL PARK AND RECREATION PERSONNEL

The following is excerpted from a report prepared by a committee of which Robert W. Ruhe of Skokie was Chairman, and the following were members: Robert E. Everly, David H. Fritz, Robert H. Lawson, Dr. Allen V. Sapora, Dr. Edward H. Storey, and Henry O. Gleiss. Ex-officio: L. M. Krause, President, and Marjorie M. Dickinson, Executive Secretary

INTRODUCTION

The Illinois Association of Park Districts hereby establishes recommended standards for professional park and recreation personnel in the State of Illinois in order to give park and recreation boards guidance in the selection of personnel; to give guidance to colleges and universities in developing curricula for better preparation of professional personnel; to encourage men and women to seek a career in the field of parks and recreation, and to provide them with a better understanding of the training and preparation necessary.

These standards, as adopted by the Illinois Association of Park Districts, are PERMISSIVE in nature and are recommended for consideration to improve the quality of service in an effort to offer "better park systems for more people."

SECTION I

General Statement Concerning Professional Park and Recreation Personnel

The job descriptions, duties, and qualifications which follow are written for the classifications "Director" and "Superintendent One description cannot describe all positions and each particular situation because each community must establish the specific qualifications necessary for a particular position. This is only intended to establish guidelines to assist the local community in developing the specifics.

As one example, the "Director of Parks and Recreation" educational requirement suggests several majors and the intent of this qualification is to enable the governing authority to determine which major field of education is best suited for their needs. Likewise, rather than specifically recommend a definite number of years experience it is more effective to point out the type and level of experience for which to look.

The personal experience and educational qualifications will vary with different situations. The complexity of the community and its program of operation will dictate the specific qualifications required.

Therefore, the suggested qualifications are broad and must be considered guiding principles and are not intended to replace executive judgment

SECTION II

Classification of Titles

The titles which have been used to designate positions in agencies have been misleading and have resulted in confusion. Such titles as Superintendent, General Superintendent, Manager, Executive Director or Executive Secretary have all been utilized to describe positions. In an effort to properly clarify titles to the position may be uniformly described and defined the following classifications are suggested:

1. Director of Parks or Director of Parks and Recreation: the chief administrative officer who is directly responsible to the governing authority for the total administration of the agency. In addition, he coordinates the functions of other officers appointed by the board, i.e., attorney, secretary, and treasurer

2. Park Superintendent or Recreation Superintendent: an administrator of a department or division whose responsibilities are a portion of the total administration of that agency

There is no classification "Director of Recreation" in that under the terminology used it is not presently possible to levy the recreation tax in park districts without the corporate levy. Therefore, if the recreation tax is levied the corporate tax is also making the person Director of Parks and Recreation, if he performs the duties prescribed. It is possible to have the title Director of Parks, since corporate tax for park purposes may be solely levied under Illinois Statutes.

The essential difference between the "Director" and "Superintendent" classification is where both positions exist the Superintendent is responsible to the Director as are other department heads in the system. In cases, however, where department heads are appointed directly by the board i.e., attorney, treasurer, they are responsible to the board but coordinate their work through the Director. In those systems which do not have Directors, and the board appoints the department head(s), the board allocates the responsibilities to the department head(s).

SECTION III

General Personal Qualifications Professional Park and Recreation Personnel

1. An ability and desire to learn and a continuing curiosity about everything pertaining to parks and recreation is essential

2. An ability to convincingly express oneself clearly and concisely both orally and in writing

3. A maturity of judgment is required for policy interpretation, evaluation of projects, problem analysis and action in the determination or solution of complex problems

4. High moral habits and technical professional principles are essential qualifications. Courage and adherence to professional convictions are necessary even though these views are not shared by others. A recognition of other points of view is also necessary. Likewise, a sense of humor is an asset as is a genuine interest and understanding of people, how to work with them, and their problems

5. Aggressiveness with tact is almost mandatory in order to accomplish objectives, to handle unusual situations and to gain respect

6. Initiative and creativity are essential in order to originate projects, policy recommendations, improvements, or changes in operations

7. Personal financial responsibility should be expected of the person as well as good family living habits. Acceptance by the immediate family of the responsibilities of the position and its demands is necessary

8. An ability to work closely with people in other community agencies in making plans for the exchange of services, correlation of programs, utilization of facilities, or matters of mutual interest is essential

SECTION IV

Director of Parks or Director of Parks and Recreation

Nature of Work:
The direction, development, and operation of a system of parks and recreation areas and programs. The director is responsible to a governing board for the efficient development and effective operation of an extensive system of park and recreation areas and programs. He delegates specific areas of administration, supervision, and technical planning to subordinates, retaining final judgment and authority in all administrative matters.

Important work responsibility is the coordination and interpretation of park and recreation activities with the various boards, commissions, and agencies; the public, private, and quasi-public groups concerned with the park and recreation system. He is responsible for the employment and direction of all subordinates.

Responsibilities:

1. To keep the governing authority informed on all matters having a significant effect on the operations of the agency

2. To coordinate the workings of officers and committees appointed by the board

3. To interpret favorably and if necessary, to defend policies adopted by the governing authority

4. To prepare annual estimates of the agency's financial needs and upon approval of the governing authority to administer same in accordance with his authority

5. To select, organize, train, and supervise the staff; to assign duties and maintain good relationships between workers and the governing authority

6. To conduct continuing studies of conditions and needs affecting the agency's services to evaluate the effectiveness of the agency's programs and objectives

7. To keep careful and complete records of district services, personnel, and property and prepare regular reports

8. To keep informed as to research and developments in the park and recreation field and in related fields

9. To arrange for the proper maintenance and operation of areas and facilities, to determine the seasons during which they are to operate, and recommend new facilities, improvements, or extensions of the agency's services

10. To recommend the program of recreation activities to be carried on and once approved, be responsible for the administration of same

11. To conduct a sound public relations program; meet with a variety of individuals, and groups; and represent the agency as required

Qualifications:

The educational and experience qualifications will vary with local conditions. Such factors as present and future community needs, interests, and services all have their effect on the educational and experience requirements for a particular position.

Formal Education:
Graduation from a recognized college or university with a minimum of a bachelor's degree. The person should have formal education in any one or more of the following: 1) management of park and recreation areas, 2) sound concepts, objectives, and philosophies of recreation service, 3) public or business administration, or 4) landscape architecture

Supplementary Training:
Supplementary specialized training is highly desirable in such fields as arboriculture, horticulture, civil engineering, the humanities, public relations, business law, and accounting.

Experience:
Experience should not be measured in time alone. The quality of previous experience as well as its similarity to the needs of the current position should be a determining factor. It should be expected that applicants possess proven ability to handle people, a demonstrated knowledge of the proper role of the public agency in the community, and a thorough knowledge of the responsibilities of the board and staff.

Salary:
The salary paid the director will vary with the educational and experience requirements established by the governing authority as well as local living costs and comparable positions of responsibility in the geographic area. A salary range should be established based on these factors.

Increments to starting salaries should be established so as to attract and retain personnel. These increases should be consistent with increased assumption of responsibilities, the ability to do the job better, and professional growth.

APPENDIX C

ENABLING LEGISLATION

Provisions for the merger of two or more park districts or of park district with municipal playground and recreation commissions are found in the Park District Code, Chapter 105, and the Municipal Code, Chapter 24, of the Illinois Revised Statutes, 1965. These provisions are presented here in digest form. They are, in no way, intended as legal advice, and we strongly recommend that the advice of legal counsel be secured before taking action to implement the law.

Merger

	Chapter 105
Two or more park districts	
1. "When they are situated entirely within the corporate limits of a municipality, a park district COTERMINOUS with such municipality may be organized..."	2-2.1
- A petition complying with §2.2 & 2.3 EXCEPT that it must be signed by 100 legal voters (or 10% - whichever is less) residing in any of the municipal territory not included in one of the park districts.	
- The new district shall be deemed organized if it receives a majority of all votes cast as well as a majority within each district and territory, if any. If organized the new district shall succeed to all of their property and all their rights and obligations, including any bonded indebtedness.	2-7.1
2. When they are contigious they may become a single district.	3-10
- The commissioners of each district shall adopt an ordinance by a vote of 2/3. The ordinance shall designate the park district which shall be the survivor and the names of the commissioners thereof.	
- Upon adoption the surviving park district assumes the functions of and succeeds to the property, rights and obligations of both districts.	
3. "Any park district may be annexed to and become a part of any other adjoining park district..."	3-4
- Petition by 5% of the legal voters in each district	

- After successful referendum, any indebtedness, contract or liability of the annexed district (designated by the petition) shall be assumed by the annexing district and the terms of commissioners and officers of the annexed district shall expire upon the closing of business. 3-5

Park district and Playground and Recreation Commission

Whenever a park district shall contain wholly within its boundaries a municipality which 5-2a*

1) Constitutes a majority of the population of the district AND

2) levies and collects a tax for recreation purposes

the functions of the Playground and Recreation Commission may be merged with and assumed by the park district.

- both the board of park commissioners and the governing board of the municipality shall pass ordinances (each by 2/3 vote). EITHER may initiate the proceedings.

- 6 months after the adoption of the <u>second</u> ordinance the park district shall assume the recreation functions previously performed by the municipality and the municipality shall turn over all funds and tax monies levied for recreation purposes. The park district shall have the power to levy and collect the recreation tax formerly levied by the municipality but not to exceed the rate previously levied by said municipality.

*See also Chapter 24, Article 11, Division 95, Section 11, 12 Illinois Revised Statutes

APPENDIX D

TABLES

TABLE 12

TIME-USE STUDY BY PERCENTAGES
CHECKING EACH CATEGORY
RIVER FOREST HIGH SCHOOL STUDENTS

		Area 1	Area 2	Area 3	Area 4	Total
	5	39.8	39.6	27.4	29.1	34.0
%	6	33.8	27.8	35.7	28.2	31.6
Hours	7	11.3	18.7	14.0	18.2	15.4
Working	8	9.0	6.2	10.8	15.5	10.1
	9	2.3	2.8	6.4	3.6	3.9
	10	3.8	4.9	5.7	5.5	5.0

		Area 1	Area 2	Area 3	Area 4	Total
%	0-3	78.2	84.0	73.9	80.0	78.9
Hours	4-6	18.8	11.1	21.7	20.0	17.8
Attending	7-9	2.3	2.1	3.8	0.0	2.2
Meetings	10-14	0.0	2.8	0.6	0.0	0.9
etc.	15 or more	0.8	0.0	0.0	0.0	0.2

		Area 1	Area 2	Area 3	Area 4	Total
%	0-3	58.6	60.4	51.0	53.6	55.9
Hours	4-6	21.1	20.8	26.1	25.5	23.3
Practicing	7-9	9.8	6.2	7.0	10.0	8.1
	10-14	6.0	5.6	12.1	7.3	7.9
	15-19	3.0	2.8	1.3	0.9	2.0
	20 or more	1.5	4.2	2.5	2.7	2.8

		Area 1	Area 2	Area 3	Area 4	Total
	none	13.5	20.8	22.9	12.7	18.0
%	$\frac{1}{2}$	32.3	30.6	31.8	33.6	32.0
Hours	1	25.6	21.5	18.5	30.9	23.5
Watching	2	9.8	14.6	6.4	4.5	9.0
TV	3	3.8	2.8	3.2	2.7	3.1
	4	1.5	0.7	0.6	3.6	1.5
	5	0.8	1.4	1.9	0.9	1.3

TABLE 13

TIME-USE STUDY BY PERCENTAGES
CHECKING EACH CATEGORY
RIVER FOREST ADULT SAMPLE

Hours Working	Area 1	Area 2	Area 3	Area 4	Total
0-14 hours	9.5	3.3	0.0	8.1	4.6
15-24 hours	4.8	13.3	9.5	2.7	7.7
25-34 hours	9.5	0.0	4.8	2.7	3.8
35-39 hours	4.8	6.7	14.3	2.7	7.7
40-44 hours	23.8	6.7	31.0	21.6	21.5
45-49 hours	23.8	13.3	16.7	24.3	19.2
50-59 hours	9.5	23.3	21.4	13.5	17.7
60 or more hours	14.3	33.3	2.4	24.3	17.7

Hours Meeting	Area 1	Area 2	Area 3	Area 4	Total
none	33.3	36.7	28.6	45.9	36.2
1-3 hours	52.4	40.0	54.8	40.5	46.9
4-6 hours	9.5	10.0	7.1	13.5	10.0
7-9 hours	0.0	10.0	2.4	0.0	3.1
10-12 hours	0.0	0.0	7.1	0.0	2.3
13 or more hours	4.8	3.0	0.0	0.0	1.5

Hours Volunteer Service	Area 1	Area 2	Area 3	Area 4	Total
none	57.1	43.3	38.1	48.6	45.4
1-3 hours	38.1	40.0	38.1	43.2	40.0
4-6 hours	0.0	13.3	14.3	2.7	8.5
7-9 hours	0.0	0.0	9.5	0.0	3.1
10-12 hours	0.0	3.3	0.0	5.4	2.3
13 or more hours	4.8	0.0	0.0	0.0	0.8

Hours Watching TV	Area 1	Area 2	Area 3	Area 4	Total
none	19.0	6.7	9.5	10.8	10.8
½ hour	19.0	13.3	21.4	16.2	17.7
1 hour	19.0	30.0	23.8	24.3	24.6
2 hours	33.3	43.3	23.8	29.7	31.5
3 hours	4.8	6.7	11.9	10.8	9.2
4 hours	0.0	0.0	9.5	2.7	3.8
5 hours	4.0	0.0	0.0	0.0	0.8
6 or more hours	0.0	0.0	0.0	5.4	1.5

TABLE 14

SELECTED PARTICIPATION BY PERCENTAGES
CHECKING EACH CATEGORY
RIVER FOREST HIGH SCHOOL STUDENTS

Swimming Outdoors

Days in last yr.	None	1	2	3-5	6-10	11-15	16-25	26-35	Over 35	Total part.
Area 1	11.4	3.0	3.8	6.0	10.5	13.5	13.5	6.0	32.3	88.6
Area 2	11.1	4.9	4.2	4.9	7.6	12.5	6.9	8.3	39.6	88.9
Area 3	11.5	3.8	2.5	6.4	7.6	8.3	11.5	8.3	40.1	88.5
Area 4	11.9	2.7	1.8	10.9	11.8	10.0	12.7	9.1	29.1	88.1
Total	11.5	3.7	3.1	6.8	9.2	11.0	11.0	7.9	35.8	88.5

Swimming Indoors

Days in last yr.	None	1	2	3-5	6-10	11-15	16-25	26-35	Over 35	Total part.
Area 1	26.2	11.3	8.3	8.3	11.3	8.3	8.3	4.5	13.5	73.8
Area 2	28.0	6.9	9.7	9.7	9.0	6.2	8.3	9.0	13.2	72.0
Area 3	26.8	7.0	8.9	12.1	11.5	8.9	5.1	7.6	12.1	73.2
Area 4	16.3	10.9	7.3	14.5	10.0	10.9	5.5	8.2	16.4	83.7
Total	24.8	8.8	8.6	11.0	10.5	8.5	6.8	7.4	13.6	75.2

Ice Skating

Days in last yr.	None	1	2	3-5	6-10	11-15	16-25	26-35	Over 35	Total part.
Area 1	38.2	9.8	15.8	14.3	9.8	3.8	3.0	1.5	3.8	61.8
Area 2	39.5	13.2	11.1	11.8	14.6	3.5	2.1	2.8	1.4	60.5
Area 3	33.8	10.2	14.6	16.6	10.2	6.4	2.5	2.5	3.2	66.2
Area 4	29.0	10.9	8.2	18.2	16.4	6.4	6.4	1.8	2.7	71.0
Total	35.4	11.0	12.7	15.1	12.5	5.0	3.3	2.2	2.8	64.6

Tennis Participation

Days in last yr.	None	1	2	3-5	6-10	11-15	16-25	26-35	Over 35	Total part.
Area 1	36.0	8.3	4.5	12.8	9.8	6.8	7.5	1.5	12.8	64.0
Area 2	32.8	4.9	9.7	9.0	9.0	6.9	7.6	6.9	13.2	67.2
Area 3	28.0	6.4	7.6	10.8	9.6	5.7	4.5	5.7	21.7	72.0
Area 4	30.0	6.4	9.1	12.7	6.4	10.0	10.0	4.5	10.9	70.0
Total	31.6	6.4	7.7	11.2	8.8	7.2	7.2	4.8	15.1	68.4

TABLE 15

ATTITUDE VARIABLES - STUDENT SURVEY
PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 1

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	3.0	10.5	51.1	35.3
Plenty of outdoor space in my neighborhood	16.5	20.3	26.3	36.8
Plenty of indoor facilities in my neighborhood	60.2	28.6	6.8	4.5
Spend much free time in my neighborhood	42.1	33.8	17.3	6.8
Neighborhood activities important to me	27.8	40.6	15.0	16.5
Better park and recreation facilities in River Forest than in other communities	39.1	24.8	21.8	14.3
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	18.0	33.1	36.8	12.0
Programs for children are good (village wide)	27.8	29.3	33.8	9.0
Programs for teenagers are good (village wide)	75.2	16.5	8.3	0.0
Programs and facilities for adults are good (village wide)	42.1	39.8	15.0	3.0
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	15.0	32.3	33.1	19.5
Village should be proud of its parks	7.5	19.5	48.9	24.1
Village should be proud of its recreation programs	36.1	28.3	19.5	6.0
Library is adequate	23.3	21.1	32.3	23.3

TABLE 16

ATTITUDE VARIABLES - STUDENT SURVEY

PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 2

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	6.9	18.1	42.4	32.6
Plenty of outdoor space in my neighborhood	16.0	20.8	38.2	25.0
Plenty of indoor facilities in my neighborhood	62.5	28.5	4.9	4.2
Spend much free time in my neighborhood	45.1	28.5	17.4	9.0
Neighborhood activities important to me	24.3	29.9	22.9	22.9
Better park and recreation facilities in River Forest than in other communities	47.9	21.5	25.0	5.6
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	26.4	28.5	34.7	10.4
Programs for children are good (village wide)	24.3	34.0	31.2	10.4
Programs for teenagers are good (village wide)	75.7	17.4	4.2	2.8
Programs and facilities for adults are good (village wide)	38.9	40.3	16.0	4.9
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	16.7	34.0	37.5	11.8
Village should be proud of its parks	11.8	22.9	43.1	22.2
Village should be proud of its recreation programs	34.7	37.5	16.7	11.1
Library is adequate	24.3	22.9	32.6	20.1

TABLE 17
ATTITUDE VARIABLES - STUDENT SURVEY
PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 3

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	3.8	20.4	42.0	33.8
Plenty of outdoor space in my neighborhood	12.1	21.0	35.7	31.2
Plenty of indoor facilities in my neighborhood	69.4	22.9	5.7	1.9
Spend much free time in my neighborhood	45.9	33.1	15.3	5.7
Neighborhood activities important to me	22.3	35.0	27.4	15.3
Better park and recreation facilities in River Forest than in other communities	51.6	22.3	19.1	7.0
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	31.2	28.7	31.2	8.9
Programs for children are good (village wide)	20.4	36.9	34.4	8.3
Programs for teenagers are good (village wide)	76.4	19.1	3.2	1.3
Programs and facilities for adults are good (village wide)	40.8	40.1	14.0	5.1
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	13.4	32.5	38.9	15.3
Village should be proud of its parks	9.6	29.9	39.5	21.0
Village should be proud of its recreation programs	45.2	29.9	17.8	7.0
Library is adequate	28.0	21.7	33.8	16.6

TABLE 18

ATTITUDE VARIABLES - STUDENT SURVEY

PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 4

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	6.4	19.1	40.0	34.5
Plenty of outdoor space in my neighborhood	26.4	16.4	29.1	28.2
Plenty of indoor facilities in my neighborhood	66.4	20.0	6.4	7.3
Spend much free time in my neighborhood	51.8	21.8	19.1	7.3
Neighborhood activities important to me	30.0	34.5	25.5	10.0
Better park and recreation facilities in River Forest than in other communities	46.4	23.6	21.8	7.3
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	29.1	31.8	28.2	10.0
Programs for children are good (village wide)	28.2	38.2	25.5	8.2
Programs for teenagers are good (village wide)	74.5	21.8	3.6	0.0
Programs and facilities for adults are good (village wide)	44.5	42.7	11.8	0.9
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	15.5	34.5	40.0	10.0
Village should be proud of its parks	9.1	30.0	42.7	18.2
Village should be proud of its recreation programs	43.6	36.4	11.8	8.2
Library is adequate	23.6	22.7	37.3	16.4

TABLE 19

ATTITUDE VARIABLES - STUDENT SURVEY
PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

TOTAL SAMPLE

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	5.0	17.1	43.9	34.0
Plenty of outdoor space in my neighborhood	17.1	19.9	32.7	30.3
Plenty of indoor facilities in my neighborhood	64.7	25.2	5.9	4.2
Spend much free time in my neighborhood	46.0	29.8	17.1	7.2
Neighborhood activities important to me	25.7	34.9	22.8	16.5
Better park and recreation facilities in River Forest than in other communities	46.5	23.0	21.9	8.5
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	26.3	30.3	32.9	10.3
Programs for children are good (village wide)	24.8	34.6	31.6	9.0
Programs for teenagers are good (village wide)	75.6	18.6	4.8	1.1
Programs and facilities for adults are good (village wide)	41.4	40.6	14.3	3.7
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	15.1	33.3	37.3	14.3
Village should be proud of its parks	9.6	25.6	43.4	21.5
Village should be proud of its recreation programs	39.9	35.3	16.7	8.1
Library is adequate	25.0	22.1	33.8	19.1

TABLE 20
ATTITUDE VARIABLES - ADULT SURVEY
PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 1

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	4.8	9.5	33.3	52.4
Plenty of outdoor space in my neighborhood	9.5	19.0	47.6	23.8
Plenty of indoor facilities in my neighborhood	38.1	38.1	9.5	14.3
Spend much free time in my neighborhood	61.9	23.8	9.5	4.8
Neighborhood activities important to me	23.8	14.3	28.6	33.3
Better park and recreation facilities in River Forest than in other communities	57.1	23.8	4.8	14.3
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	47.6	28.6	14.3	9.5
Programs for children are good (village wide)	33.3	19.0	33.3	14.3
Programs for teenagers are good (village wide)	61.9	19.0	9.5	9.5
Programs and facilities for adults are good (village wide)	42.9	38.1	14.3	4.8
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	28.6	28.6	28.6	14.3
Village should be proud of its parks	19.0	42.9	19.0	19.0
Village should be proud of its recreation programs	42.9	38.1	9.5	9.5
Library is adequate	19.0	9.5	61.9	9.5
Village recreation programs are well worth the cost	38.1	38.1	9.5	14.3
River Forest park system is well worth the cost	23.8	19.0	23.8	33.3

TABLE 21
ATTITUDE VARIABLES - ADULT SURVEY
PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 2

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	6.7	20.0	23.3	50.0
Plenty of outdoor space in my neighborhood	6.7	13.3	46.7	33.3
Plenty of indoor facilities in my neighborhood	30.0	30.0	20.0	20.0
Spend much free time in my neighborhood	43.3	30.0	20.0	6.7
Neighborhood activities important to me	26.7	43.3	20.0	10.0
Better park and recreation facilities in River Forest than in other communities	43.3	40.0	10.0	6.7
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	23.3	36.7	30.0	10.0
Programs for children are good (village wide)	10.0	26.7	46.7	16.7
Programs for teenagers are good (village wide)	26.7	53.3	16.7	3.3
Programs and facilities for adults are good (village wide)	36.7	30.0	26.7	6.7
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	3.3	16.7	50.0	30.0
Village should be proud of its parks	16.7	26.7	43.3	13.3
Village should be proud of its recreation programs	26.7	36.7	30.0	6.7
Library is adequate	23.3	10.0	36.7	30.0
Village recreation programs are well worth the cost	16.7	20.0	40.0	23.3
River Forest park system is well worth the cost	20.0	13.3	43.3	23.3

TABLE 22

ATTITUDE VARIABLES - ADULT SURVEY

PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 3

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	4.8	11.9	42.9	40.5
Plenty of outdoor space in my neighborhood	21.4	14.3	35.7	28.6
Plenty of indoor facilities in my neighborhood	59.5	9.5	21.4	9.5
Spend much free time in my neighborhood	31.0	21.4	31.0	16.7
Neighborhood activities important to me	4.8	21.4	33.3	40.5
Better park and recreation facilities in River Forest than in other communities	47.6	21.4	23.8	7.1
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	38.1	21.4	31.0	9.5
Programs for children are good (village wide)	11.9	38.1	28.6	21.4
Programs for teenagers are good (village wide)	71.4	21.4	4.8	2.4
Programs and facilities for adults are good (village wide)	42.9	31.0	14.3	11.9
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	4.8	19.0	52.4	23.8
Village should be proud of its parks	11.9	28.6	26.2	33.3
Village should be proud of its recreation programs	38.1	26.2	21.4	14.3
Library is adequate	16.7	19.0	40.5	23.8
Village recreation programs are well worth the cost	26.2	9.5	31.0	33.3
River Forest park system is well worth the cost	14.3	19.0	28.6	38.1

TABLE 23
ATTITUDE VARIABLES - ADULT SURVEY
PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

AREA 4

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	0.0	16.2	29.7	54.1
Plenty of outdoor space in my neighborhood	16.2	10.8	35.1	37.8
Plenty of indoor facilities in my neighborhood	54.1	27.0	8.1	10.8
Spend much free time in my neighborhood	51.4	16.2	18.9	13.5
Neighborhood activities important to me	8.1	16.2	40.5	35.1
Better park and recreation facilities in River Forest than in other communities	45.9	32.4	13.5	8.1
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	35.1	16.2	43.2	5.4
Programs for children are good (village wide)	18.9	24.3	27.0	29.7
Programs for teenagers are good (village wide)	56.8	27.0	8.1	8.1
Programs and facilities for adults are good (village wide)	40.5	45.9	8.1	5.4
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	13.5	13.5	56.8	16.2
Village should be proud of its parks	8.1	18.9	56.8	16.2
Village should be proud of its recreation programs	27.0	56.8	8.1	8.1
Library is adequate	13.5	27.0	48.6	10.8
Village recreation programs are well worth the cost	13.5	16.2	40.5	29.7
River Forest park system is well worth the cost	8.1	13.5	40.5	37.8

TABLE 24

ATTITUDE VARIABLES - ADULT SURVEY

PERCENT CHECKING EACH POINT ON FOUR-POINT SCALE

TOTAL SAMPLE

Variables	Not True	Slightly True	Mostly True	Very True
Parks and playgrounds add beauty to my neighborhood	3.8	14.6	33.1	48.5
Plenty of outdoor space in my neighborhood	14.6	13.8	40.0	31.5
Plenty of indoor facilities in my neighborhood	47.7	23.8	15.4	13.1
Spend much free time in my neighborhood	44.6	22.3	21.5	11.5
Neighborhood activities important to me	13.8	23.8	31.5	30.8
Better park and recreation facilities in River Forest than in other communities	47.7	29.2	14.6	8.5
Most of the people in the neighborhood are satisfied with the park and recreation programs in River Forest	35.4	24.6	31.5	8.5
Programs for children are good (village wide)	16.9	28.5	33.1	21.5
Programs for teenagers are good (village wide)	55.4	30.0	9.2	5.4
Programs and facilities for adults are good (village wide)	40.8	36.2	15.4	7.7
Organizations like Scouts, Y.M. and Y.W.C.A.'s and community centers are doing a good job	10.8	18.5	49.2	21.5
Village should be proud of its parks	13.1	27.7	37.7	21.5
Village should be proud of its recreation programs	33.1	39.2	17.7	10.0
Library is adequate	17.7	17.7	45.4	19.2
Village recreation programs are well worth the cost	22.3	18.5	32.3	26.9
River Forest park system is well worth the cost	15.4	16.2	34.6	33.8

TABLE 25

PERCENTAGES OF LIBRARY CARD HOLDERS
RIVER FOREST, ILLINOIS
JUNE, 1966

Adults

Library	Area 1 (21)	Area 2 (30)	Area 3 (42)	Area 4 (37)	Total (130)
River Forest	52.4	46.7	64.3	48.6	53.8
Oak Park	4.8	6.7	0.0	5.4	3.8
Two or more	14.3	6.7	2.4	10.8	7.7
Chicago	0.0	0.0	0.0	0.0	0.0
Other	0.0	3.3	9.5	0.0	3.8
Unreported	4.7	3.3	2.4	0.1	0.9
Total	76.2	66.7	73.8	64.9	70.0

Students

Library	Area 1 (90)	Area 2 (89)	Area 3 (94)	Area 4 (91)	Total (544)
River Forest	66.9	79.2	83.4	75.5	76.7
Oak Park	3.8	1.4	1.9	0.0	1.8
Two or more	6.8	4.9	5.1	7.3	5.9
Chicago	0.0	0.0	0.0	0.0	0.0
Other	10.5	1.4	3.2	7.3	5.3
Unreported	2.2	2.0	0.7	0.8	1.5
Total	90.2	88.9	94.3	90.9	91.2

APPENDIX E

SUMMARY OF COMMENTS BY AREA

The following comments by both adults and students have been selected as most representative of the many received. It was not feasible to include all comments though we have tried to keep a balance between the neighborhood areas. All of these are direct quotes with only minor editing such as supplying missing punctuation and occasional missing or misspelled words. It should be borne in mind that people are quicker to condemn than to commend so we have indicated the number of responses from each area for a quick idea of how many are involved. In total 311 comments were received from the 544 students for a 57.1% response. For the adults 99 out of 130 for a 76.1% response.

AREA 1

Adults
(20 responses)
out of 21

"When we first moved to River Forest I took my small daughter to the park expecting to find a sandbox, swing, slide, and so forth. All I found was a baseball field, tennis courts. It seems if you wish this equipment you are to buy it for yourself, which we did! We have also joined a country club, not because my husband plays golf, but because we wish to use the pool. I think this village needs a pool..."

"Present parks are basically open spaces, no gardens, flowers, but just a few ball fields, very little tennis for youngsters and nothing to attract adults or teenagers."

"...Also, where there is a park there is a lack of flowers or attractive gardens."

Students
(89 responses)
out of 90

"I don't know who or what to blame. I think River Forest is a beautiful and nice village - for old people - but what about the future leaders, us. I ask you."

"...I belong to the Oak Park Library because they have a much greater variety of books. I have many friends who live in River Forest and all of them belong to the Oak Park Library..."

"...As for tennis courts, and a pool, there are few or none unless you belong to the Tennis Club, which is crowded, of course. What about we who don't belong?"

"I spend most of my free time in Oak Park. There's more to do... There are no teen centers for teenagers. For all the attention a teenager gets in River Forest he might as well be non-existent."

AREA 1 (con't)

"River Forest parks should definitely have more equipment and facilities such as playground equipment, outdoor swimming pool and ice rink for children. For adults I would like to see an adequate bowling installation, concert and bandshell, and swimming facilities. Also for children there should be a program of weekly educational bus trips to museums, galleries, historical sites, and commercial plant trips. Such a program was carried on every Saturday through the summer many years ago and I found it highly educational and absorbing."

"The city is overlooking the many, many new, younger families which are both financially restricted and confined to the immediate area because of the demands on their time by their young families."

"If River Forest is supposed to be one of the wealthier suburbs around, I would hate to see one of the poorer ones from the standpoint of things for kids to do... But I suppose they don't have anything like that (recreation centers) because the people think that the kids are so rich that they'll just get their father's car and go someplace else. It's almost like saying here's my car and my money, now get out of this place."

"First, the library and choice of books are in such demand, River Forest library can't handle it. Someone (the village) should use some of our tax money and put up a new and bigger library, adding some useful reference books. ...As long as we have no real recreational facilities why not break down and construct a new library..."

"They're fine for people over thirty and under ten, but not big enough or extensive enough for the people who are between those ages."

AREA 2

Adults
(20 responses)
out of 32

"Our own children moved from Oak Park to northern suburbs because both villages (Oak Park and River Forest) were for 'older people'... Stimulating conversational groups, book reviews, and art classes for beginners would have appeal."

"...We should be able to emulate our sister village of Oak Park to some extent by at least building a swimming pool open to all."

Students
(84 responses)
out of 89

"...It does need a swimming pool because its too far to go to Ridgeland or...even the beach. I love my community and try to take care of it as best as possible."

"...I hope River Forest gets on the ball and becomes active in activities for its teens and near teens before we're too old to enjoy them!"

"...I must comment that I think that River Forest is one of the prettiest and well kept towns in Chicagoland."

AREA 2 (con't)

"A community center would occupy free time for teenagers - those who are least considered!!! It would also provide a place for groups of other ages... In a community such as ours I would suggest a swimming pool. But the teenagers are the most without."

"The recreational programs River Forest now has are excellent, but there should be more. The library, little league, scouts are very fine but this is all we have."

"My children are raised now, but they were all raised here in River Forest - we needed a pool then and we still do."

"In this community - none are needed. This is a place of residence and isolation which is desired."

"I don't feel there are enough public facilities in River Forest - facilities such as public tennis courts, swimming pool, and parks. I realize that there isn't much space for expansion, however, I do feel that the present area can be renovated and added on to to bring River Forest's recreational areas up to the standard of Oak Park's!"

"Although the recreational facilities are very good for children, there is nothing for the teenagers of River Forest. Oak Park teenagers have the Ridgeland Commons teen club where they can go swimming and have dances. It would have to be less elaborate in River Forest, but many kids would appreciate some kind of teen club."

"River Forest is an excellent community for old people and children. The teenage River Forester doesn't care about his village because he has nothing to stick up for it. He is constantly forced to look elsewhere for entertainment."

AREA 3

Adults
(32 responses)
(out of 42)

"Central and south River Forest are buying Forest Park's pool. Why not permit Maywood, Oak Park, and Forest Park to return the favor?!"

"...The River Forest recreation program is greatly improved this summer over previous years..."

Students
(84 responses)
(out of 94)

"I think the village is starving culturally. More events like concerts, classical and jazz; dramatics, like the fine example in Western Springs; and the fine arts in which local artists would participate are needed..."

"Nothing really happens in River Forest. It seems like a 'dead' down. If we didn't have the Tennis Club there would be nothing to do. If anyone wants to have fun he goes to Oak Park."

AREA 3 (con't)

"I would imagine that the majority of villagers are too complacent with what they now possess to wish any changes in municipal facilities for children... I was of the impression that summer school was primarily remedial - here it is used to combat ennui... I would like to see more done in summer concerts either by adult amateur musicians or by school children. There is a bandshell in a local 'park' which is crumbling from decay..."

"Even though we have available to our family good swimming facilities, I feel strongly that public swimming facilities should be made available in River Forest."

"There is a real need for a couple of outdoor public pools in River Forest, also an adequate library including film library and record library..."

"Community facilities lacking in total for all age groups including adults. Primary consideration should be given to swimming facilities. An all around athletic program should be afforded children beyond simply Little League. Arts and crafts, etc., year around program - adult community center - athletic and social."

"We need more facilities to keep our children in our neighborhoods. In the winter we had to build a skating rink in our back yard as at Keystone most kids play hockey and are too rough for younger children. We also have to take the kids elsewhere for winter sports. Most neighbors I've talked to feel the same as I do..."

"There could be better swimming facilities but most of the activity is in Oak Park so River Forest really doesn't need more facilities."

"I think that River Forest has a fair recreation program. But a swimming pool is desparately needed. Because many kids can't go swimming anywhere."

"The parks and recreation facilities of River Forest are deplorable. Keystone Field - near my home - is beautiful, but there is nothing to do there. A swimming pool or center would make River Forest a far more pleasant <u>and popular</u> community."

"We don't have adequate recreational facilities such as a pool. Not everyone in River Forest belongs to a country club contrary to popular belief."

"The parks in River Forest are nice. I think they have a very good baseball program for the grade school children at Keystone Park. Perhaps we could have other programs besides the Little League..."

AREA 4

Adults
(27 responses)
(out of 37)

"The facilities that we have are kept in good condition, however, we definitely need a swimming pool and ice rink in our town... The ice rinks we do have are not kept up and are only available for a short time. These should be indoor also..."

"...I believe all suburbs suffer from the same malady - too little offered the young and the old. Those of us 'in-between' can usually get along..."

"...While our parks are attractive and well kept, there is not adequate playground equipment for the younger children. Supervised activities are fine, but for a mother to take her youngsters to the park for just playground fun - we have no equipment."

"Tendency to over-organization, inflexibility... No place to participate at the drop of a hat - must be signed up for a course. I do not think one should join the "Y" or the Tennis Club in order to have some place to swim. It seems that I spend half my life driving the little children to Oak Park or Chicago for recreational skills.... We do think we share a common desire for records and films to be added to the (library) collection."

"Library facilities could be expanded. Better choices in book purchases could be made..."

Students
(54 responses)
(out of 91)

"...I think a recreation area should be established in River Forest, including a swimming pool. A major hindrance to this is the income average of the families. Too many are satisfied with driving to a country club in another town. But there are too many large and young families in River Forest to ignore the fact that the facilities are becoming more inadequate each year. As a teenager I have noticed more and more that there is very little for anyone over twelve."

"I feel that our recreation facilities are pathetic. We need a swimming pool, a better ice rink, more recreational room. A community theater is also needed. If possible a center where kids can buy cokes, etc. would be nice. I am embarrassed to even think about River Forest's poor facilities."

"...I love River Forest and I would like to do things in it too... Its too expensive to keep going everywhere else... Get a few things started in our own town."

"It is my greatest hope that a swimming pool will not be built in River Forest. The park between Keystone Avenue and Thatcher is so beautiful now, and so peaceful, that I would hate to have it spoiled."

"A swimming pool is needed very much, social gatherings to unify River Forest are needed."

APPENDIX F

STUDENT AND ADULT SAMPLE QUESTIONNAIRES

No.

RIVER FOREST RECREATION STUDY
HIGH SCHOOL SURVEY
DEPARTMENT OF RECREATION AND PARK ADMINISTRATION
UNIVERSITY OF ILLINOIS

1. Place an (x) in the box for your age: 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐

2. Check (x) the items you own: Car_____ TV set_____ Record Player or Tape Recorder _____

3. Check one: Boy ☐ Girl ☐ → 4. Check (x) your grade in school: 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

5. I live between: North Avenue & Division Street ☐ Chicago Avenue & Central Avenue ☐
Division Street & Chicago Avenue ☐ Central Avenue & Madison Street ☐

6. In an average day, how many hours do you spend in school? Include the amount of time you spend traveling to and from school and the amount of time you spend doing school homework after school hours.
5 hrs ☐ 8 hrs ☐ 11 hrs ☐
6 hrs ☐ 9 hrs ☐ 12 or more ☐
7 hrs ☐ 10 hrs ☐

7. In an average week, how many hours do you spend working. Include both the hours you work at home and when working at outside jobs. (Do not include school homework.)
None to 3 hrs ☐ 10 to 14 hrs ☐
4 to 6 hrs ☐ 15 to 19 hrs ☐
7 to 9 hrs ☐ 20 or more ☐

8. In an average week, how many hours do you spend attending meetings and taking lessons such as for a musical instrument, singing, dancing or others. (Do not include lessons you take during the regular school day)
None to 3 hrs ☐ 10 to 14 hrs ☐
4 to 6 hrs ☐ 15 to 19 hrs ☐
7 to 9 hrs ☐ 20 or more ☐

9. In an average week, how many hours do you spend practicing with others for sports teams, music groups, or other activities in which you practice with a group? (Do not include the hours you practice during the regular school day; only those spent after school or during weekends.)
None to 3 hrs ☐ 10 to 14 hrs ☐
4 to 6 hrs ☐ 15 to 19 hrs ☐
7 to 9 hrs ☐ 20 or more ☐

10. On the average, how many hours a day do you watch television? (Circle) None ½ 1 2 3 4 5 6 or more

11. Do you have a library card? Yes ☐ No ☐ → 12. If so, with which library?_____.

13. Here is a list of a few activities which many people do during their free time. After each activity, check (x) the box in the column which tells the number of days you did each activity during the last 30 days.

	none	1	2	3	4	5-7	8-10	11-15	over 15
A. Attended club or organization meetings	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Visited at friend's home	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. Read a book (do not include magazines)	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Played games like cards, checkers, monopoly, chess	☐	☐	☐	☐	☐	☐	☐	☐	☐
E. Did some painting or drawing	☐	☐	☐	☐	☐	☐	☐	☐	☐
F. Spent time on other hobbies	☐	☐	☐	☐	☐	☐	☐	☐	☐
G. Listened to records	☐	☐	☐	☐	☐	☐	☐	☐	☐
H. Played a musical instrument	☐	☐	☐	☐	☐	☐	☐	☐	☐
I. Participated in dramatics	☐	☐	☐	☐	☐	☐	☐	☐	☐

14. These activities are some that you may have done in the last 30 days. Think of how many days you did each of these during the last 30 days, then check (x) the correct column for each activity.

	none	1	2	3	4	5-7	8-10	11-15	over 15
A. Went to a party	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Attended some sports event	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. Went to a movie	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Attended a play or concert	☐	☐	☐	☐	☐	☐	☐	☐	☐
E. Went to a dance	☐	☐	☐	☐	☐	☐	☐	☐	☐
F. Attended art shows or museums	☐	☐	☐	☐	☐	☐	☐	☐	☐
G. Rode around in car, just for fun	☐	☐	☐	☐	☐	☐	☐	☐	☐

15. Now we would like to know how often you do certain activities that are usually done during a certain season of the year. For example, tennis during the summer and hockey during the winter. Think back and check (x) the correct column for the number of days you participated in the activity during the last year.

	none	1	2	3-5	6-10	11-15	16-25	26-35	over 35
A. Played softball	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Played tennis	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. Played golf	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Played baseball	☐	☐	☐	☐	☐	☐	☐	☐	☐
E. Played football	☐	☐	☐	☐	☐	☐	☐	☐	☐
F. Went swimming (outdoors)	☐	☐	☐	☐	☐	☐	☐	☐	☐
G. Went boating	☐	☐	☐	☐	☐	☐	☐	☐	☐
H. Went water skiing	☐	☐	☐	☐	☐	☐	☐	☐	☐
I. Hiked or walked for pleasure	☐	☐	☐	☐	☐	☐	☐	☐	☐
J. Camped out overnight	☐	☐	☐	☐	☐	☐	☐	☐	☐
K. Went on picnics	☐	☐	☐	☐	☐	☐	☐	☐	☐
L. Went bicycling	☐	☐	☐	☐	☐	☐	☐	☐	☐
M. Went hunting	☐	☐	☐	☐	☐	☐	☐	☐	☐
N. Went fishing	☐	☐	☐	☐	☐	☐	☐	☐	☐
O. Went ice skating	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. Went toboganning or sledding	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q. Went skiing (on snow)	☐	☐	☐	☐	☐	☐	☐	☐	☐
R. Played hockey	☐	☐	☐	☐	☐	☐	☐	☐	☐
S. Went bowling	☐	☐	☐	☐	☐	☐	☐	☐	☐
T. Played basketball	☐	☐	☐	☐	☐	☐	☐	☐	☐
U. Played volleyball	☐	☐	☐	☐	☐	☐	☐	☐	☐
V. Went swimming in an indoor pool	☐	☐	☐	☐	☐	☐	☐	☐	☐
W. Played table tennis or billards (pool)	☐	☐	☐	☐	☐	☐	☐	☐	☐
X. Played handball or squash	☐	☐	☐	☐	☐	☐	☐	☐	☐

16. You probably do some other things during your free time which we haven't mentioned. On the spaces below, write in other things you do, and how often.

A. I also do: _____. How often? _____.

B. and: _____. How often? _____.

C. and: _____. How often? _____.

17. Now we would like to know how you feel about your neighborhood in River Forest. Here are a few statements about it. Check (x) the box that tells how true you think each statement is about your neighborhood. (Answer every question as best you can.)

	Not True	Slightly True	Mostly True	Very True
A. The parks and playgrounds add beauty to my neighborhood.....	☐	☐	☐	☐
B. There is plenty of outdoor space for me to enjoy.....	☐	☐	☐	☐
C. There are plenty of indoor facilities where I can meet with others.....	☐	☐	☐	☐
D. Most of the free time I spend away from the house, I spend right in my own neighborhood in River Forest.....	☐	☐	☐	☐
E. The things I do in my neighborhood are very important to me.	☐	☐	☐	☐
F. River Forest has better park and recreational facilities than most other communities.....	☐	☐	☐	☐
G. I think most of the people in this neighborhood are happy with the parks and recreation programs we have in River Forest.....	☐	☐	☐	☐

18. Now think of all the things there are to do in River Forest during your free time. How true is each of these statements?

	Not True	Slightly True	Mostly True	Very True
A. The programs for children are very good.....	☐	☐	☐	☐
B. There are plenty of good activities for teenagers.....	☐	☐	☐	☐
C. The public programs and facilities for adult enjoyment are very good.....	☐	☐	☐	☐
D. Organizations like the Scouts, Y.M. and Y.W.C.A.'s, Community centers, and other agencies are doing a good job.....	☐	☐	☐	☐
E. River Forest should be proud of its city parks.....	☐	☐	☐	☐
F. River Forest should be proud of its city recreation programs.	☐	☐	☐	☐
G. The library is adequate.....	☐	☐	☐	☐

19. What facilities do you use most outside of River Forest?

A. _____. C. _____.

B. _____. D. _____.

20. What recreation facilities and programs do you feel are needed in River Forest?

A. _____. C. _____.

B. _____. D. _____.

21. How much allowance do you have to spend per week? _____.

22. (This question is very important to us. It's a long question, but it only takes a few minutes.) The activities listed are the same ones we asked about earlier. For each activity, check (x) ono box which explains why you don't do it more than you do now. That is to say, check (x) the one major reason why you don't do each activity more.

A. Monthly activities	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
a. Attend club or organization meetings	☐	☐	☐	☐	☐	☐
b. Visit at friend's home	☐	☐	☐	☐	☐	☐
c. Read a book (no magazines)	☐	☐	☐	☐	☐	☐
d. Play games like cards, checkers, monopoly, chess	☐	☐	☐	☐	☐	☐
e. Paint or draw	☐	☐	☐	☐	☐	☐
f. Spend time on other hobbies	☐	☐	☐	☐	☐	☐
g. Listen to records	☐	☐	☐	☐	☐	☐
h. Play a musical instrument	☐	☐	☐	☐	☐	☐
i. Participate in dramatics	☐	☐	☐	☐	☐	☐

B. Here are some other activities. For each activity, check the one most important reason why you don't do it more.

	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
a. Go to parties	☐	☐	☐	☐	☐	☐
b. Attend sports event	☐	☐	☐	☐	☐	☐
c. Attend movies	☐	☐	☐	☐	☐	☐
d. Attend plays or concert	☐	☐	☐	☐	☐	☐
e. Go dancing	☐	☐	☐	☐	☐	☐
f. Attend art shows or museums	☐	☐	☐	☐	☐	☐
g. Ride around in car, just for fun	☐	☐	☐	☐	☐	☐

C. Now the seasonal activities.

	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
a. Play softball	☐	☐	☐	☐	☐	☐
b. Play tennis	☐	☐	☐	☐	☐	☐
c. Play golf	☐	☐	☐	☐	☐	☐
d. Play baseball	☐	☐	☐	☐	☐	☐
e. Play football	☐	☐	☐	☐	☐	☐
f. Go swimming (outdoors)	☐	☐	☐	☐	☐	☐
g. Go boating	☐	☐	☐	☐	☐	☐
h. Go water skiing	☐	☐	☐	☐	☐	☐
i. Hike or walk for pleasure	☐	☐	☐	☐	☐	☐
j. Camp out overnight	☐	☐	☐	☐	☐	☐
k. Go on picnics	☐	☐	☐	☐	☐	☐
l. Go bicycling	☐	☐	☐	☐	☐	☐
m. Go hunting	☐	☐	☐	☐	☐	☐
n. Go fishing	☐	☐	☐	☐	☐	☐
o. Go ice skating	☐	☐	☐	☐	☐	☐
p. Go tobogganing or sledding	☐	☐	☐	☐	☐	☐
q. Go skiing (on snow)	☐	☐	☐	☐	☐	☐
r. Play hockey	☐	☐	☐	☐	☐	☐
s. Go bowling	☐	☐	☐	☐	☐	☐
t. Play basketball	☐	☐	☐	☐	☐	☐
u. Play volleyball	☐	☐	☐	☐	☐	☐
v. Go swimming in an indoor pool	☐	☐	☐	☐	☐	☐
w. Play table tennis or billards (pool)	☐	☐	☐	☐	☐	☐
x. Play handball or squash	☐	☐	☐	☐	☐	☐

23. In the spaces below, please write in other activities you would like to do more. Then, check (x) the major reason why you don't do each of them more.

	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
A. _____	☐	☐	☐	☐	☐	☐
B. _____	☐	☐	☐	☐	☐	☐
C. _____	☐	☐	☐	☐	☐	☐

Here is an almost blank page. Please use this space to make any comments you wish about the parks and recreation opportunities in River Forest.

DEPARTMENT OF RECREATION AND MUNICIPAL PARK ADMINISTRATION
FIELD SERVICE
1203 West Oregon Street
Urbana, Illinois 61801

June 17, 1966

Dear Citizen of River Forest:

A short time ago the Park District Board, the Village of River Forest, the Elementary School Board, the Village Library Board, and the Playground and Recreation Commission engaged the Field Service, Department of Recreation and Municipal Park Administration, University of Illinois, to do a comprehensive study of its facilities and programs. As part of the total study, a survey is being made of the recreation interests, habits, and attitudes of the people in River Forest.

Your household has been selected at random. Please answer every question according to your own opinion and judgment.

Notice that no names or addresses are included on the questionnaire. Your ideas and opinions will not be identified with you in any way during or after the study.

You can complete the questionnaire in about 20 minutes. A check mark is all that is needed to answer most of the questions. The information you give us will be important in helping your local governmental agencies best serve the park and recreation needs of all the people in River Forest.

Please complete the questionnaire and mail it in the stamped, self-addressed envelope within the next two or three days.

Your cooperation will be greatly appreciated.

Sincerely,

Lawrence W. Gahan
George Lowrey Jr.

Lawrence W. Gahan
George A. Lowrey, Jr.
Field Consultants

No.

RIVER FOREST RECREATION STUDY
ADULT QUESTIONNAIRE
DEPARTMENT OF RECREATION AND PARK ADMINISTRATION
UNIVERSITY OF ILLINOIS

1. Place your age in the box: ☐ → 2. Check (x) the items you own: Home_____ TV_____ Car_____

3. Check (x) Male ☐ Female ☐ → 4. Check (x) Married ☐ Not married ☐

5. I live between: North Avenue & Division Street ☐ Chicago Avenue & Central Avenue ☐
Division Street & Chicago Avenue ☐ Central Avenue and Madison Street ☐

6. How many children do you have under 15 years old?_____

7. Place the number of children living at home in the proper age groups: 1-5 yrs old ☐ 6-11 yrs old ☐ 12-14 yrs old ☐

8. Circle the last grade of school you completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 or more

9. What is the occupation of the chief wage earner in this household?_____.

10. Check (x) the box which shows how much income your family had last year. Include the amount earned by all the adults who live here with you.

under $5,000 ☐	7,000 to 8,999 ☐	11,000 to 12,999 ☐	15,000 to 16,999 ☐	20,000 to 24,999 ☐
5,000 to 6,999 ☐	9,000 to 10,999 ☐	13,000 to 14,999 ☐	17,000 to 19,999 ☐	25,000 and over ☐

11. Check (x) in the box which tells the number of hours you work in an average week. If you do some work at home related to your job, include those hours too. Housewives should figure time spent doing dishes, cleaning, laundry and the like.

None to 14 hrs ☐	25 to 34 hrs ☐	40 to 44 hrs ☐	50 to 59 hrs ☐
15 to 24 hrs ☐	35 to 39 hrs ☐	45 to 49 hrs ☐	60 or more ☐

12. In an average week, about how many hours do you spend attending meetings like PTA, union meetings or those related to your work, and any other meetings you attend because it seems like "your duty" to attend?

none ☐	4 to 6 hrs ☐	10 to 12 hrs ☐	16 to 20 hrs ☐
1 to 3 hrs ☐	7 to 9 hrs ☐	13 to 15 hrs ☐	over 20 hrs ☐

13. How many hours in an average week do you spend doing church work or other volunteer service like Boy Scouts, Girl Scouts, Little League and the like?

none ☐	4 to 6 hrs ☐	10 to 12 hrs ☐	16 to 20 hrs ☐
1 to 3 hrs ☐	7 to 9 hrs ☐	13 to 15 hrs ☐	over 20 hrs ☐

14. On the average, how many hours a day do you watch television? (Circle) none ½ 1 2 3 4 5 6 or more

15. Do you have a library card? Yes ☐ No ☐ 16. If so, with which library?_____.

16. Here is a list of a few activities which many people do during their free time. After each activity, check (x) the box in the column which tells the number of days you did each activity during the last 30 days.

	none	1	2	3	4	5-7	8-10	11-15	over 15
A. Attend club or organization meetings	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Visited at friend's home	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. Read a book (do not include magazines)	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Played games like cards, checkers, monopoly	☐	☐	☐	☐	☐	☐	☐	☐	☐
E. Did some painting or drawing	☐	☐	☐	☐	☐	☐	☐	☐	☐
F. Spent time on other hobbies	☐	☐	☐	☐	☐	☐	☐	☐	☐
G. Listened to records	☐	☐	☐	☐	☐	☐	☐	☐	☐
H. Fixed up house, worked on lawn or garden	☐	☐	☐	☐	☐	☐	☐	☐	☐
I. Participated in dramatics	☐	☐	☐	☐	☐	☐	☐	☐	☐
J. Played a musical instrument	☐	☐	☐	☐	☐	☐	☐	☐	☐

17. These activities are some that you may have done in the last 30 days. Think of how many days you did each of these things during the last 30 days, then check (x) the correct column for each activity.

	none	1	2	3	4	5-7	8-10	11-15	over 15
A. Attended adult education classes for vocational purposes..	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Attended some sports event.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. Attended adult education classes for recreation purposes..	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Attended movies.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
E. Attended plays or concerts.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
F. Attended art shows or museums.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
G. Went dancing.....	☐	☐	☐	☐	☐	☐	☐	☐	☐

18. Now we would like to know how often you do certain activities that are usually done during a certain season of the year. For example, tennis during the summer and hockey during the winter. Think back and check (x) the correct column for the number of days you participated in the activity during the last year.

	none	1	2	3-5	6-10	11-15	16-25	25-35	over 35
A. Played softball.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
B. Played tennis.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
C. Played golf.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
D. Went swimming (outdoors).....	☐	☐	☐	☐	☐	☐	☐	☐	☐
E. Went boating.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
F. Went water skiing.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
G. Went driving for pleasure.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
H. Hiked or walked for pleasure.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
I. Camped out overnight.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
J. Went on picnics.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
K. Went bicycling for pleasure.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
L. Went hunting.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
M. Went fishing.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
N. Went ice skating.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
O. Went tobogganning or sledding.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. Went skiing (on snow).....	☐	☐	☐	☐	☐	☐	☐	☐	☐
Q. Went bowling.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
R. Played basketball.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
S. Played volleyball.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
T. Went swimming in an indoor pool.....	☐	☐	☐	☐	☐	☐	☐	☐	☐
U. Played table tennis or billards (pool).....	☐	☐	☐	☐	☐	☐	☐	☐	☐
V. Played handball or squash.....	☐	☐	☐	☐	☐	☐	☐	☐	☐

19. You probably do some other things during your free time which we haven't mentioned. On the spaces below, write in other things you do and how often.

A. I also do: _____. How often? _____.

B. and: _____. How often? _____.

C. and: _____. How often? _____.

20. Now we would like to know how you feel about your neighborhood in River Forest. Here are a few statements about it. Check (x) the box that tells how true you think each statement is about your neighborhood. (Answer every question as best you can.)

	Not True	Slightly True	Mostly True	Very True
A. The parks and Playgrounds add beauty to my neighborhood.....	☐	☐	☐	☐
B. There is plenty of outdoor space for me to enjoy.....	☐	☐	☐	☐
C. There are plenty of indoor facilities where I can meet with others.....	☐	☐	☐	☐
D. Most of the free time I spend away from the house, I spend right in my own neighborhood in River Forest.....	☐	☐	☐	☐
E. The things I do in my neighborhood are very important to me.	☐	☐	☐	☐
F. River Forest has better park and recreational facilities than most other communities.....	☐	☐	☐	☐
G. I think most of the people in this neighborhood are happy with the parks and recreation programs we have in River Forest.....	☐	☐	☐	☐

21. Now think of all the things there are to do in River Forest during your free time. How true is each of these statements?

	Not True	Slightly True	Mostly True	Very True
A. The programs for children are very good.....	☐	☐	☐	☐
B. There are plenty of good activities for teenagers.....	☐	☐	☐	☐
C. The public programs and facilities for adult enjoyment are very good.....	☐	☐	☐	☐
D. Organizations like the Scouts, Y.M. and Y.W.C.A.'s, Community centers, and other agencies are doing a good job.....	☐	☐	☐	☐
E. River Forest should be proud of its parks.....	☐	☐	☐	☐
F. River Forest should be proud of its city recreation programs.....	☐	☐	☐	☐
G. The library is adequate.....	☐	☐	☐	☐
H. The city recreation programs are well worth the cost.....	☐	☐	☐	☐
I. The River Forest park system is well worth the cost.....	☐	☐	☐	☐

22. What recreation facilities do you use most outside of River Forest?

A. _____. C. _____.

B. _____. D. _____.

23. What recreation facilities and programs do you feel are needed in River Forest?

A. _____. C. _____.

B. _____. D. _____.

24. (This question is very important to us. It's a long question, but it only takes a few minutes.) The activities listed are the same ones we asked about earlier. For each activity, check (x) one box which explains why you don't do it more than you do now. That is to say, check (x) the one major reason why you don't do each activity more.

A. Monthly activities	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
a. Attend club or organization meetings	☐	☐	☐	☐	☐	☐
b. Visit at friend's home	☐	☐	☐	☐	☐	☐
c. Read a book (no magazines)	☐	☐	☐	☐	☐	☐
d. Play games like cards, checkers, monopoly, chess	☐	☐	☐	☐	☐	☐
e. Paint or draw	☐	☐	☐	☐	☐	☐
f. Spend time on other hobbies	☐	☐	☐	☐	☐	☐
g. Listen to records	☐	☐	☐	☐	☐	☐
h. Fix up house, worked on lawn or garden	☐	☐	☐	☐	☐	☐
i. Participate in dramatics	☐	☐	☐	☐	☐	☐
j. Play a musical instrument	☐	☐	☐	☐	☐	☐

B. Here are some other activities. For each activity, check the one most important reason why you don't do it more.

	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
a. Attend adult education classes for vocational purposes	☐	☐	☐	☐	☐	☐
b. Attend sports event	☐	☐	☐	☐	☐	☐
c. Attend adult education classes for recreation purposes	☐	☐	☐	☐	☐	☐
d. Attend movies	☐	☐	☐	☐	☐	☐
e. Attend plays or concert	☐	☐	☐	☐	☐	☐
f. Attend art shows or museums	☐	☐	☐	☐	☐	☐
g. Go dancing	☐	☐	☐	☐	☐	☐

C. Now the seasonal activities.

	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
a. Play softball	☐	☐	☐	☐	☐	☐
b. Play tennis	☐	☐	☐	☐	☐	☐
c. Play golf	☐	☐	☐	☐	☐	☐
d. Go swimming (outdoors)	☐	☐	☐	☐	☐	☐
e. Go boating	☐	☐	☐	☐	☐	☐
f. Go water skiing	☐	☐	☐	☐	☐	☐
g. Go driving for pleasure						
h. Hike or walk for pleasure	☐	☐	☐	☐	☐	☐
i. Camp out overnight	☐	☐	☐	☐	☐	☐
j. Go on picnics	☐	☐	☐	☐	☐	☐
k. Go bicycling	☐	☐	☐	☐	☐	☐
l. Go hunting	☐	☐	☐	☐	☐	☐
m. Go fishing	☐	☐	☐	☐	☐	☐
n						
n. Go ice skating	☐	☐	☐	☐	☐	☐
o. Go tobogganning or sledding	☐	☐	☐	☐	☐	☐
p. Go skiing (on snow)	☐	☐	☐	☐	☐	☐
q. Go bowling	☐	☐	☐	☐	☐	☐
r. Play basketball	☐	☐	☐	☐	☐	☐
s. Play volleyball	☐	☐	☐	☐	☐	☐
t. Go swimming in an indoor pool	☐	☐	☐	☐	☐	☐
u. Play table tennis or billards (pool)	☐	☐	☐	☐	☐	☐
v. Play handball or squash	☐	☐	☐	☐	☐	☐

25. In the spaces below, please write in other activities you would like to do more. Then, check (x) the major reason why you don't do each of them more.

	Don't Want To Do More	Too Far Away	Too Crowded	Don't Like How It's Run	Don't Know How	Other Reasons
A. _____	☐	☐	☐	☐	☐	☐
B. _____	☐	☐	☐	☐	☐	☐
C. _____	☐	☐	☐	☐	☐	☐

Here is an almost blank page. Please use this space to make any comments you wish about the parks and recreation opportunities in River Forest.

UNIVERSITY OF ILLINOIS-URBANA
3 0112 101624960